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THE UNIVERSITY OF ALBERTA

# ATTITUDES AND INFORMATION REGARDING COMPULSORY PHYSICAL EDUCATION IN ALBERTA SCHOOL SYSTEMS

by

© CATHERINE JEAN HALKETT

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "Attitudes and Information Regarding Compulsory Physical Education in Alberta School Systems", submitted by Catherine Jean Halkett in partial fulfilment of the requirements for the degree of Master of Arts.

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Date. September 22, 1975

## ABSTRACT

The purpose of this study was to investigate attitudes toward compulsory Physical Education within Alberta School Systems and to collect information concerning the present Physical Education program within the schools.

An opinionnaire was specifically designed to gather data for the study. The data received from the study was computerized and analysed on a percentage basis.

The sample consisted of 1422 people from the Alberta population divided among Elementary students (249), Junior High students (211), Senior High students (277), Parents (412), Teachers (192), Administrators (55), and Trustees (14).

Within the limits of the study, the following conclusions have been made:

1. There was strong support for a compulsory Physical Education course within the school, allowing students to have a greater choice of activity areas.

2. Results indicate that all respondent groups were in favour of this type of program.

3. Content of the present curricula should be reviewed by persons connected with curriculum development.

4. A greater number of in-service courses should be provided to maintain suitable teaching standards.

5. Physical Education courses should be offered to the students consistently throughout the entire school year.

## ACKNOWLEDGEMENTS

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# Chapter 1

## INTRODUCTION

Physical Education exists in the Alberta school systems as an integral and compulsory part of the curriculum, up to and including grade 10. After this time it is offered as an optional subject.

Students participate in a suggested curriculum during their first ten years of school and, as with other subjects, must achieve a suitable standard to pass successfully into the next grade. Although this subject is compulsory, as outlined in the Alberta Program of Studies (1970), there appear to be varied opinions within the school system itself and among the general public regarding the necessity of maintaining Physical Education as a compulsory subject in the primary and secondary systems.

There appears to be a growing attitude of dissatisfaction spreading throughout the general populace regarding the relevance of the particular programs now being offered in the Alberta schools (Hohol, 1974; McKenna, 1974). A great many questions have arisen, particularly from a small, vocal, Northern Alberta group of parents regarding the question of Physical Education as a contributor to total education (Armstrong, 1974; Archibald, 1974). These citizens are concerned about the inherent dangers within the present programs, the compulsory nature of the subject and the apparent lack of concern from within the profession.

Although this study will not attempt to provide an argument

condoning or condemning Physical Education within the school as a part of the total curriculum, many attitudes and opinions may be identified that will permit the reader to come to some understanding of the Physical Education situation within the Province of Alberta.

An individual, whether child, adolescent or adult, will tend to give a certain degree of support to a subject according to his feelings on the subject. If a person has had beneficial and satisfying experiences with a subject area, he is likely to form positive attitudes and opinions and thus give strong support to that same subject. The opposite holds true for an individual with strong negative attitudes. Is the school providing a good program of experiences for people to form attitudes and opinions? Does the Physical Education program contribute to positive or negative opinions regarding physical activity?

Keogh speaks about the aims of a physical education program by stating:

> . . . one of our most important goals in school physical education programs is that students develop positive attitudes toward participation in physical activity, which will lead them to seek further physical activity after leaving the organized school program. Understanding the nature of attitude toward physical education seems essential as a guide in developing them (1962:239).

This study will focus on opinions about Physical Education within the particular sections of the public connected in some way with the education systems, either directly or by association. How these groups feel about the Physical Education program and how they feel the program could be maintained, improved or eliminated, may show some areas of the program in need of attention.

The form and strength of the attitudes a person acquires through his lifetime may be influenced by the types of instruction he receives,

by the situations he is in as they are formed and how these are reinforced by later experiences. This attitude will have an effect on the individual's reaction to his personal situation (Mista, 1968). These attitudes or opinions are, or should be, of extreme importance to the Physical Education and teaching profession when its members are reviewing present curricula and policies regarding Physical Education. Edgington (1969) has said that attitudes tend to resist change if they have been deeply entrenched, thereby suggesting the importance of providing positive, early experiences for the child to form his attitudes. As adults, we may find great difficulty in attempting to change firmly established opinions and attitudes.

The question that must be answered by the profession is whether they assert that Physical Education be maintained as a compulsory subject in all levels of the curriculum because they have declared its importance or whether they develop attitudes which demand these particular programs and services.

## STATEMENT OF THE PROBLEM

### Problem

The primary problem of this study was to determine attitudes toward the compulsory Physical Education curriculum within Alberta School Systems.

The approach to this problem was to solicit opinions from five sectors of the Alberta population connected either directly or by association with the school system, on a number of questions regarding Physical Education within the school, including class programs, intramural and extramural activities.

Sub Problems

Of secondary importance to the study were the problems of determining:

1. Differences or similarities of attitudes regarding Physical Education in the Elementary School curriculum, the Junior High School curriculum and the Senior High School curriculum.

2. Differences in opinions between each of the five selected groups showing possible differences in attitudes.

3. Justification for the present curriculum in the Alberta schools.

4. Particular portions of the Physical Education program needing improvement or deletion.

## IMPORTANCE OF THE STUDY

Studies of school Physical Education programs have been based primarily on attitudes toward activity or attitudes for participating in certain activities (Bird, 1964; Edgington, 1968; Kenyon, 1968). Few studies have been completed concerning Physical Education as a relevant and necessary part of the school curriculum. Studies have for the most part been aimed at specific attitudes toward a particular part of the Physical Education program and not at the basis of justification of the program per se.

Hopefully, the study will provide interested professional bodies with information regarding present attitudes of the selected groups. This is the major justification of the study.

The opinions solicited may be useful in developing guidelines on policies, recommendations and procedures within the areas of

curriculum and professional planning.

## LIMITATIONS

The study was limited in that:

1. The instrument used to solicit opinions was untried, in that it was developed specifically for this study.

2. There is a lack of specific published material relating to the Physical Education program within curricula.

3. A nation-wide rotating mail strike occurred during the study, thereby adversely affecting the delivery of mail both to and from intended respondents.

4. Not all schools returned the opinionnaires or were able to provide data.

5. The Canada Winter Games were held in Lethbridge, Alberta during the time the study was conducted, closing schools for this period of time and eliminating one of the sample groups.

6. The results were interpreted only within the range and purpose of this study.

## DELIMITATIONS

The study was delimited in that:

1. The opinionnaire was issued by mail with written directions.

2. Selection of response was limited to a particular number of optional choices. An opportunity was given for comments.

3. Sample size was limited to a small percentage of the Alberta population.

4. The selection of students was not done in a random manner, but was relegated to the choice of the principal.

## DEFINITION OF TERMS

Physical Education: The organized instructional and physical activity program in the Alberta school systems.

Respondent group: Students, teachers, parents, administrators and trustees randomly selected from within the Province of Alberta.

Opinion: A personal attitude about any particular subject.

Opinionnaire: A survey of attitudes and feelings about a particular topic.

## RESEARCH QUESTIONS

The following statements were investigated based on responses to the opinionnaire.

1. Physical Education is an important and integral subject in the elementary school curriculum. Elementary students will desire more Physical Education than they receive at the present time. The above statement was indicated from the results of the pilot study.

2. The five solicited areas will respond that Physical Education in the junior high school is an important and integral subject, but not in its present form. There will be a desire for greater choice of activities within the program. The above statement was indicated from the results of the pilot study.

3. The five solicited areas will respond that Physical Eudcation in the senior high school curriculum is not an important and integral subject and will state that it should be offered as an optional credit course.

## Chapter 2

## REVIEW OF LITERATURE

The review of the literature has been divided into two broad categories; the first section dealing with any studies the author felt were relevant to Physical Education which were concerned with weaknesses within the curriculum (such as too little or too much equipment, too few or inadequate facilities, quality of teacher training, and student-teacher ratios). The second dealt with information and studies completed concerning Physical Education as a part of the curriculum and some of the present attitudes towards Physical Education.

There has been very little research done which is relevant to the question at hand; that is, regarding attitudes toward Physical Education as a compulsory subject within the school curriculum.

Primarily, attitude studies, while dealing with feelings about Physical Education in general were not considered pertinent to the present question. It was found that attitude studies were primarily focussed on college age students of only one sex as well as on past experiences and not on present happenings.

### Review of Literature Dealing with Weaknesses of Physical Education in the Schools

Physical Education as a subject area and the quality of this offering in the schools as well as attitudes toward the Alberta schools curriculum have been questioned for numerous years (Osborne, 1962; Rafferty, 1965; Armstrong, 1974; Archibald, 1974; Scheider, 1964).

Questions such as the reasons for substandard courses (Messersmith, 1962), insufficient professional preparation (Korchinsky, 1967), heavy teaching loads (Krakower, 1947; Wood, 1970; Cameron, 1954; Pennington, 1964), lack of facilities (Moser, 1972; Erikson, 1946; Hughes 1946; Panton, 1968), and lack of time (Wood, 1970; Krakower, 1947), have been studied by various authors.

Messersmith (1962) noted that physical educators themselves are at fault for offering substandard courses, coupled with careless teaching. Teachers often stress one particular area of the program to the extent of neglecting other areas. He stressed that the physical educator often feels that he does not have enough time when in fact he does not make use of the time available to him.

In 1947, Krakower stated that the Physical Education teachers' load was so heavy that it was impossible to plan constructively or find adequate time for professional growth.

Cameron (1954) and Pennington (1960) reported on teaching loads in Alberta, Saskatchewan and British Columbia. Alberta was reported to have the highest teaching load for physical educators with up to eleven hours per week spent on extra-curricular activities in addition to the teaching load of approximately four hours per day. Some Saskatchewan schools reported teaching loads of less than five hours per day including extra-curricular duties, and the British Columbia schools reported six hours per day including extra-curricular activities.

Facilities have presented a major block in the Physical Education programs within some districts. With regard to western schools' Physical Education facilities, two studies; Erikson (1946), and Hughes (1946) reported on deficiencies in facilities. They revealed a serious lack

of gymnasia in ninety percent of the schools and universities of the four western provinces. They also reported locker and shower rooms to be inadequate, swimming pools practically non-existent and made the suggestion that the school buildings be utilized as community recreation centres during out-of-school hours. (The community school was initiated in some Edmonton schools in the years following these studies but usage was not widespread throughout the Province).

Twenty years later, these claims were still partially supported (Panton, 1968; Moser, 1972; Enger, 1968).

> It was concluded that the gymnasium facilities of the senior high schools of Alberta were not adequate when compared to the standards recommended. Shower rooms and change rooms were quite adequate while storage area and separate towelling rooms were unsatisfactory when compared to the suggested standards. Except for inadequate badminton court markings, the installed gymnasium facilities were almost universally adequate throughout the province. The outdoor facility areas were somewhat less than adequate when compared to the recommended standards. Swimming pools owned by local school boards in the province were almost completely lacking (Moser, 1972; pp. iii-iv).

All of the above problem areas were corroborated in the Royal Commission study of the Province of Manitoba (1958) and a study from Saskatchewan by Cameron (1954). McLachlin (1952) of Alberta also reported insufficient facilities and deficiences in basic Physical Education programs. All of the above studies also made mention of a lack of teacher training.

A study by Korchinsky (1967) showed that twenty-four percent of the Alberta senior high school physical education teachers surveyed had no training in Physical Education and that many of those who had training received it from a College or Faculty of Education. He concluded that the Physical Education standards of the schools varied

according to the classification of the school investigated, irrespective of teacher qualifications. Enger (1968) concluded that the quality of the Physical Education program increased with the amount of preparation time available to the teacher.

Within the actual program, Bird presented many problems regarding girls' participation in extra-curricular activities in Edmonton high schools. She extended this to indicate problems within the entire program.

> The following factors all appeared to have some influence on participation: Lack of availability of some of the most liked sports, the respondents' feeling that they were not sufficiently skilled, need for instruction, desire to do homework, lack of interest in the program, lack of knowledge as to how to enroll for sports, lack of knowledge of the schedules, lack of understanding of the carry-over values of sports and the fact that they were not enrolled in a physical education class (1964:21).

Boyko (1959) noted that forty-six percent of school principals surveyed in Alberta said that scholarship was increased by participation in extra-curricular activities; eight percent indicated that there was a deterrent effect; and forty-six percent indicated that it did not make any difference.

Kendig (1947) felt that the results of good Physical Education programs were very gratifying. Students may receive a great deal of personal satisfaction by achieving something they possibly felt they could not do. Oberteuffer and Ulrich (1962) agreed with the above statements and stressed that personal achievement was an important outcome of Physical Education.

The above literature tends to point out that areas for improvement in education programs centre around the recognized problems of facilities, time, teacher preparation and content. It also appears

that despite these given weaknesses it is beneficial for the student to participate in a program of Physical Education.

Review of Relevant Studies and Information Regarding Physical Education in the Curriculum

By far the most relevant study concerning Physical Education in the school curriculum appeared to be associated with the California Legislative proposed Bill of 1965. This proposed Bill and resulting study and report was brought about by the public's questioning the wisdom of spending large sums of money in this area of the school curriculum. They felt that if Physical Education was not a compulsory subject these sums of money would not be required. In answer to this proposed Bill, the Physical Education profession took a united stand to support daily Physical Education classes for students; and won. The profession went to various fields for support. Some of the following statements quoted from this study assisted the profession in its stand against the proposed changes.

Dr. David B. Carmichael stated:

> I strongly support daily physical education which would ensure vigorous exercise and recommend it be required in all schools for all students.
>
> The available clinical and research evidence documents the need for continuing vigorous physical activity in youth, and continuing into adulthood. We are now seeing more citizens of the United States die from cardiovascular diseases than from all other causes of death combined. The vast majority of these deaths -- more per year than the population of San Diego -- are from coronary artery disease. Evidence has slowly accumulated that along with tobacco, diet and spiraling stresses, the sedentary living habits our material advantages have afforded us contribute heavily to this problem (1956:6).

Many other physicians were noted to agree with Dr. Carmichael's statement. Dr. Harry Johnson of New York summarized this section of

the California report by stating:

> Educators sometimes lose sight of the body in their enthusiasm to develop the mind. A brilliant mind in a dead body isn't worth much (1965:8).

Opinion polls were taken concerning the proposed Bill (Davis, 1965). Students were among the many groups surveyed. An overwhelming majority of the students in a survey (94%) felt they needed regular physical activity. Just over a third of these same students felt they were getting adequate physical activity outside the school program. Seventy-seven percent (77%) of the sample indicated they felt a need for instruction in Physical Education on the collegiate level even though all students in California are required to take daily physical activity in all twelve school grades.

A "National Adult Fitness Survey" (1974) was recently made public. Little or no difference was shown to occur between groups in many of the responses to the survey questions. The results of interest to this study are:

> 1. By far the greatest percentage of men and women who had taken physical education in school felt that it had been good for them. About one percent felt that it had been bad for them, while seven percent of the men and ten percent of the women thought it made no difference.
>
> 2. When asked if they felt that most children should have physical education in elementary school, the overwhelming response was that they should; respectively, eighty-nine and ninety percent of men and women favored such participation and five and three percent did not. Essentially the same responses were given in regard to physical education participation in junior and senior high schools and college (Clarke, 1974:4).

A recent study by Warren (1974) showed Physical Education to be rated in relationship to other curriculum courses as fifth in line of importance.

Warren also reported the following findings regarding Physical Education in the curriculum:

> While acceptable to the majority of students as a "constant", Physical Education was lowest in the list of preferred constants. Moreover while the value of the course was not questioned, the need to make the course compulsory was questioned by 27 students, by a few principals, and by a number of parents who saw fit to present individual briefs on the matter.
>
> Most of the parent complaints were based upon specific cases of youngsters to whom Physical Education was anathema such as the over-weight boy or girl, or the athlete already engaged in much more strenuous physical activities.
>
> Parents who know the exemption procedures resent the necessity to get medical certificates; some were unaware of exemption procedures; some feel unnecessarily embarrassed by having to make a case to obtain an exemption for their sons or daughters.
>
> A substantial number of educators deplored the emphasis on highly organized competitive sports in the secondary schools. A strong plea was made by one complete group of principals for a change in emphasis to the development of interest in and skills for individual sports which will serve an individual throughout his life span (1974:45).

He also recommended:

a) That Physical Education 10 continue to be listed as a compulsory subject, but that the exemption of any student from the course be granted following the simple request of the parent, or of the student if he or she has reached the age of majority.

b) That greater attention be given to the development of life-long recreational skills (1974:47).

A study done by the Lethbridge Public School District (1973) showed that a provision for Health and Physical Education in the Elementary Schools was strongly supported by both educators and non-educators. Regional meetings also pointed out strong public support for Physical Education, especially of a "fitness" nature and extended over all grade levels. There was a desire for less emphasis on competition and more emphasis on individual participation.

Physical Education in the secondary schools received equal support, again with an emphasis on fitness and life-time activities rather than team sports. Representation was made supporting the spreading out of a compulsory Physical Education program over all grades with such a program extending over the entire year rather than being concentrated in particular semesters.

Overall, Physical Education was ranked as fifth in importance in the curriculum within the Lethbridge study.

Nina Kloppenborg summed up her remarks within this study by stating:

> Physical Education should be fun. It should be offering adequate practice time, adequate equipment, adequate leadership, to the maximum number of students, so that not just the 'natural' athlete gets the attention, but that the underskilled, under-achieving students are helped to develop grace and control and to live healthier and happier lives. This is a goal worth working for (1973:95).

During the past year a small, vocal, group of Edmonton citizens has brought to the public its views on Physical Education as a compulsory subject. Two Edmonton ladies, acting as self appointed spokespersons. have expressed concern over such areas as compulsory credits leading to graduation, high injury rates, infectious diseases and unqualified teachers or lack of supervision. A great deal of the correspondence

over the past months regarding their personal concerns is of relevance to this study.

> I suppose I could go back to my time in school. There was no gym so I was under the impression that I was there to learn. Gymnastics and sports were not a part of my thoughts. (Of course, at that time also people were not signing hockey players for a million dollars - or paying ridiculous and ill afforded sums to see two men beat each other in a sport lovingly called boxing). When I look back now I wonder how I survived in such an 'underprivileged' environment. But not only did I survive - I managed to attain a rather good education - not as complex as today's - but I can spell accurately - can read and comprehend what I read - and that con't really be said of many of the products of the system today.
>
> . . . Several years pass and my oldest son goes to school. Practically the same scene over again, except he gets turned off about grade four. The new image of the instructor is 'get out there and win or you're not a whole healthy person'. My son finds gym an undesirable thing - he does not like agression (sic) or sports in general - but he finds that this is immaterial.
>
> As school progresses and physical education becomes rougher and more demanding, he becomes more and more adamant about participating. The constant chipping away at his pride and other senses was becoming a problem. Through a series of circumstances the situation became a monster out of proportion leading to a mental block against the whole thing and we found ourselves at the Guidance Clinic trying to sort things out. No offense to the Clinic but their efforts were useless. In spite of a very real problem he was told to 'go back and try again - you'll find us a big bundle of sympathy and understanding'. At this point I approached the physical education instructor at his school and asked that he be taken out of the program to see if this would ease the pressure. No way! A beautiful blank wall. Once again I was told of the virtues of physical education, but, like my son, I was no longer listening. All I could see was a system so devoted to physical education that they would knowingly and willingly risk a boy's emotional health to prove a point. I could no longer tolerate this attitude - this worship at the shrine of muscle building.
>
> Not until junior high school did I receive the slightest inkling of understanding. After a brief discussion with the principal, he took Mark out of the program and a ten ton weight was lifted from both of us . . . (Archibald, 1974:1-2).

Mrs. Archibald expanded on these comments to the newspaper media:

> I also challenge Dr. Hohol's quote that the kids aren't

forced to do anything dangerous. If a child is afraid of some of the equipment or an agressive contact sport -- that is dangerous.

Turns Child Off

His aversion sets up the potential for an accident, apart from the fact that his mental image of himself can be shattered in front of his peers when he is made to feel inadequate. Children usually know their own limitations, but if an overly zealous instructor keeps pushing a child beyond his limits he can set up a mental attitude which turns a child off sports for life.

Don't tell me this hasn't happened. I watched my oldest son building up a tension he couldn't cope with until we turned to the guidance clinic for assistance. Nothing was accomplished there because the compulsory aspect of P.E. is so ingrained that it is almost untouchable.

The only 'out' is a medical certificate that you are unfit to participate. That is an unjust label to put on a child because in no way does it bear on their academic ability (1974:6).

These vehemently stated attitudes are based at least on a grain of truth. Children have sustained injuries, infectious diseases have been contracted and students have often felt they "must" do particular tasks. The attitude displayed in these and other letters (Armstrong, 1974; Edmonton Journal, 1974; Archibald, 1974.) stems from very deep concerns and firmly established feelings regarding Physical Education.

A reply was also issued in the Edmonton Journal by two University of Alberta professors, Dr. S.W. Mendryk, and Dr. R.G. Glassford. They have stated in this article:

. . . Perhaps we can deal briefly with the question of "compulsion." No one likes to be forced to do anything. Each of us (within our society, at least) resents being driven to an action by force.

Yet society cannot long exist without some fairly elaborate forms of compulsion which are often set out as laws along with the stipulation of penalties to be exacted from those who fail to adhere to the established limits.

. . . Hence the policy makers made it mandatory for physical education to be offered in schools up to Grade 10 (in the case of Alberta). To a great extent this "compulsion" was designed to safeguard the student from the overly zealous teacher who believed that the school day should consist only of the "three -R's."

The comment in the editorial relating to the qualification of teachers to diagnose injuries and the accuracy and adequacy of the injury report and documentaion system requires a reply as well.

. . . Analysis of accident report forms for the 1973-74 year revealed a mean injury rate of .9 per cent for Grades 1 to 12.

Actually, even this low injury rate tends to overestimate the frequency of injury if the injury rate is expressed in terms of an exposure rate. Children in the Edmonton public school system up to an including the tenth grade participate in physical education classes from three to five periods each week. There are approximately 200 school days in each year hence children would have from 120 to 200 exposures each year. The injury rate expressed in terms of 10,000 exposures would be .75. In other words, no more than one student becomes injured per 10,000 exposures.

. . . It appears that the hazards associated with going to and from the school, participation in laboratories in other school subjects and accidents that occur on school grounds and buildings are comparable in number to those occurring in physical education and related activities. It is not our intention, by use of the above statistics, to obscure the fact that there is an element or risk of injury involved in physical education and athletic activities. Rather, it is to place the incidence and nature of injuries occurring in schools in proper perspective (1974:5).

## Chapter 3

## INSTRUMENT

### Development

The following information was derived from an interview with Mr. K. McKenna, Consultant in Physical Education (1974).

Five years ago, in 1969, a Calgary Physical Education teacher brought the idea of a study dealing with Physical Education as a compulsory subject within the school system to the attention of the Alberta Teachers' Association and the Calgary School Boards. This teacher felt that this was an evolving problem area with the school system.

The idea of this type of study sat for two years before coming up again. At this time, Ms. Pat Brand, then the Calgary Public School System Senior High School Physical Education Consultant, approached Mr. Ken McKenna of the Regional Office to consider pursuing the topic.

Mr. McKenna, with a committee of three teachers, Ms. Mary Joan Winter, Mr. Bruce Daniels and Mr. Larry McIntosh, met over a period of months to consider this problem and to compose an opinionnaire which covered a number of areas within the realm of compulsory Physical Education.

The original opinionnaire consisted of eleven questions directed to each of elementary, junior high, and high school divisions with an introduction sheet included for each of the three above.

The committee decided to direct the opinionnaire to five different sectors of the school system: students, teachers, parents,

administrators and trustees. The opinionnaire was constructed to survey these five particular sectors.

Upon completion of an appropriate opinionnaire, the committee submitted the study to the Alberta Teachers' Association Health and Physical Education Council for approval; and, after minor changes were suggested, approval was granted. The opinionnaire was then submitted to a General Meeting of the Alberta Teachers' Association, where it was presented and discussed at length. This General Meeting then gave the survey its approval. The opinionnaire was then presented to the Provincial Executive of the Alberta Teachers' Association for approval, and once again it was granted.

With the backing of the Provincial Government Department of Education through Mr. McKenna and the approval of all sectors of the Alberta Teachers' Association, the study was ready to be initiated.

From the office of Mr. McKenna, the opinionnaire was submitted to the University of Alberta requesting assistance, through a graduate student, in the organization, administration, evaluation and interpretation of the study. At this time the opinionnaire was considered and accepted by this writer as material for a graduate thesis.

Upon receiving the opinionnaire, meetings were held with Mr. McKenna and the Department of Education personnel to discuss interpretations, desired samples and procedures from which a pilot study and the actual survey could be conducted.

The Opinionnaire

The opinionnaire was designed to gain particular information concerning the participants' feelings and thoughts about compulsory

Physical Education in the curriculum.

A. General Information

General information was solicited from the survey group. This general information categorized the participants according to one of the five given sectors: student, teacher, parent, administrator or trustee, and further categorized the student into one of three categories: elementary student, junior high student or senior high student. The participant was also asked to signify the highest grade at his particular school.

Other items were also included to generate information for the general classification of school programs and amount of time given to these programs. (See Appendix E, questions 1, G, I, J, Q.)

B. General Attitude Information

A number of questions were aimed at acquiring general attitudes toward school Physical Education.

These questions were aimed at gaining an overview of the attitudes of the five sectors toward the Physical Education program in all its aspects, and parental attitudes toward their children participating in Physical Education. (See Appendix E, questions A, C.)

C. Specific Attitude Information

A number of items referred to attitudes regarding specific areas of the Physical Education program. These areas were subdivided to assist in describing attitudes.

Basically the specific attitude information items dealt with perceived importance of Physical Education within the curriculum,

categories or perceived areas of improvement in the present program and attitudes regarding the amount of time these sectors felt should be given to the various portions of the program. These particular questions also dealt with Physical Education as a compulsory subject within the curriculum at each of the three school divisions, elementary, junior high and senior high school and any particular feelings toward the amount of time these sectors felt should be devoted to extra-curricular activities. (See Appendix E, questions B, E, H, K, L, M, N, O.)

D. Other Information

Certain items in the opinionnaire were not directed at the question of compulsory Physical Education but at other related problems. In particular these items dealt with possible discriminatory factors related to sex or physical handicaps. (See Appendix E, questions F, P.)

The opinionnaire was organized in this manner to display some type of attitude or feeling about Physical Education within Alberta school systems.

## Chapter 4

## METHODS AND PROCEDURES

### THE PILOT STUDY

The opinionnaire was evaluated in two stages; the first stage being the pilot study and the second, the actual test groups. The purpose of the pilot study was two-fold; to test the readability of the questions for the respective test groups and to determine if the questions held any direct relevance to these groups.

The original instrument to be used in the pilot study was constructed and designed by a committee consisting of four people from the field of Physical Education. The opinionnaire was constructed through the questioning of generally accepted beliefs about Physical Education.

To question beliefs, attitudes must be questioned. Attitudes of people may result in a general population opinion or a great variance of opinions. The personnel making up the study aimed at discovering the general attitudes of the persons involved with the schools.

However, the opinions or attitudes which are interpreted from any opinionnaire are limited. These are determined by the choice of responses offered to the sample. Any range of choices, no matter how great, given to the study sample will, in large, determine the result. Thus it is extremely important to be certain the respondents interpret as uniformly as possible the choices that are offered to them. Changes

in wording and word usage will determine the degree of understanding of the question and thus, in turn, its implications.

The items on the opinionnaire were not based on any particular scale and were not put on a range system. Only direct "yes" or "no" items can be termed as strong attitude-eliciting questions. Other options may only signify areas of concern by the study sample.

The Sample

For purposes of the pilot study, three schools, one community group, and a small sample of administrators were chosen: McKenzie, Park Allen and Strathcona High School being the schools, McKernan Community Centre executive, the community group, teachers and administrators in some of the aforementioned schools being the final group.

The previously mentioned samples were selected on the basis of two criteria. The schools and community were in close proximity in the city of Edmonton and each was easily accessible to the surveyor.

A known teacher from each of the above schools was contacted and class time was requested and granted for testing. Approximately thirty elementary, thirty junior high, and thirty high school students were given the opinionnaire. Teachers of these classes were also requested to fill out the opinionnaire.

Twelve parents from the McKernan Community executive were given the opinionnaire with some explanation and instruction. Opinionnaires were collected from these parents during the next few days.

As one reason for conducting the pilot was to determine whether the definitions and each of the questions in the survey instrument

were meaningful to the subjects, the following pattern was used.

Each subject group was asked to complete the entire opinionnaire in one sitting and then discuss the items with the surveyor. The elementary sample was conducted slightly differently with the students and surveyor doing and discussing the opinionnaire page by page.

The sessions were all held within a forty-five minute period of time. The time was divided into a session for completing the opinionnaire and a question-answer session to discuss and ascertain implied meanings of the questions and definitions of different terms.

The only problems encountered were ones of collection of opinionnaires from parents in the community.

Time and Duration of the Study

The testing was done during the month of December, 1974. All subjects were contacted during the space of four days.

Discussion and Results

From the comments written on the opinionnaires and comments made on a tape recording, it appeared that much of the wording was poorly structured and organized. The possibility of one opinionnaire instead of three separate ones was suggested. The primary concern was over difficult word usage, making interpretation difficult for all subjects involved. Questionable wording and terminology within the opinionnaire was examined and suggestions were organized to be submitted as possible improvements.

Collected data from the pilot study opinionnaires displayed a trend of answers in accordance with the previously stated research questions.

Discussion

The opinionnaire was taken to the Department of Education with the following suggestions:

1. That the opinionnaire be combined into a single document.

2. That the objectives, as given in the Alberta Program of Studies, be included in the introductory sheets of the study.

3. That when deemed necessary, wording be revised to permit better understanding of the questions.

4. That greater choice be given in the selection area of each question.

The opinionnaire was submitted to administrators who made the following suggestions:

5. That a separate letter of explanation be made up for parental use and interpretation of the opinionnaire.

6. That a separate letter of explanation be written to the principal of each school surveyed to act as an introduction and give further directions.

7. That the initial cover letter within the opinionnaire be eliminated.

Conclusions

All recommendations were accepted and acted upon before distributing the opinionnaires.

The pilot opinionnaire was thus altered as suggested prior to distribution. (See Appendix E.)

## THE MAJOR STUDY

### The Sample

The Department of Education has approximated the total Alberta school population at 400,000 with fifty percent of the population being contained in four major boards, another ten percent being contained in eight minor boards, and the remainder being distributed throughout all other boards.

With this figure in mind a student sample of one thousand was considered an adequate sample. In accordance with this basis for division of student population, the sample sizes for groups of parents, teachers and administrators were arrived at as 1000, 300, and 100, respectively. Four Trustees of each jurisdiction chosen for the survey were contained in the sample.

To permit a wide range of student sampling throughout the Province, it was decided to geographically stratify the sample, utilizing the provincial school divisions and counties map (Appendix A), which divides the Province into six zones. Each zone consisted of school divisions, counties and cities. The counties and divisions of each zone were listed with cities constituting another grouping and small school districts being listed as "others". (See Appendix B.)

One division and one county were randomly selected by the replacement method from each zone; one small school district was similarly selected and six boards, either public or separate, were chosen from the urban centres by the same method.

The replacement method was chosen as the method to obtain the sample to provide each provincial body with an equal chance of being

selected.

Upon selecting the sample areas, (Appendix B), a letter requesting permission to distribute opinionnaires within the selected sites was sent out to the Superintendent of each respective School Board. Permission was granted by all participating boards. The Edmonton Public School Board requested that some minor changes be made in the opinionnaire (see page 25) and these were made prior to the mailing of the opinionnaires. As soon as permission was obtained, schools from each of the areas listed above were randomly selected by the replacement method within categories of:

1. a school containing grades five and six
2. a school containing grades seven through nine
3. a school containing grades ten through twelve.

In some sites subjects from two categories were chosen from the same school because of two reasons: 1) all grades from the above categories were contained within the same school; and 2) by the replacement method, a school may be selected twice.

In total, 69 schools were chosen for the sample. These 69 schools ranged from a student enrollment of 123 to 2400 with a teacher population ranging from 8 to 122.

Initial Administration of the Opinionnaire

For each school involved a package was made up containing:

1. opinionnaires for students, teachers, and administrators;
2. a letter of explanation to the principal; and
3. a letter of explanation to the parent.

A separate package was distributed to the Trustee groups of

each jurisdiction.

In total, 2400 opinionnaires were distributed from the Department of Education among these 69 schools. The student sample was to be selected randomly by the principal with each student completing the opinionnaire and then taking a second opinionnaire home to his or her parent to complete and return. The principal was also requested to distribute opinionnaires to his staff (teachers and administrators).

Subjects were given two weeks (14 days) from the estimated time of receipt to return the completed information sheets. One week prior to this cut-off date, a reminder was sent out to all participating schools. After the cut-off date, all schools which had not yet replied were sent a second reminder. No further reminders were sent out after this date.

A number of schools failed to receive the opinionnaire due to a postal strike. These schools were included in the total number involved. In total 1422 opinionnaires were returned. This represents a fifty-nine percent return rate. In accordance with the previously listed limitations, this was felt to be a favorable return.

Data Analysis

The collected data were analysed according to percentage and frequency distribution of answers by the type of respondent within the Province.

These distributions were compared and analysed for general, specific, agreeing and disagreeing opinions, within the between sample groups. From these analyses, assumptions and interpretations were made according to the attitude categories previously listed.

# Chapter 5

## RESULTS AND DISCUSSION

The purpose of this study was to determine the present attitudes of the general student and adult population toward the Physical Education program in the Alberta schools.

A total of 2400 opinionnaires were distributed to a random selection of that population of Alberta being associated in some manner with the schools. Of the 2400 opinionnaires, completed replies were received from 1422 (59%). Of this 1422, there were 249 Elementary students (17.5%), 211 Junior High School students (14.8%), 277 Senior High School students (19.5%), 412 Parents (28.9%), 192 Teachers (13.5%), 55 Administrators (3.9%) and 14 Trustees (1%) (see Table 1).

Table 1

NUMBER AND PERCENTAGE OF RESPONDENTS IN EACH CATEGORY

| | | |
|---|---|---|
| Elementary Students | 249 | (17.5%) |
| Junior High Students | 211 | (14.8%) |
| Senior High Students | 277 | (19.5%) |
| Parents | 412 | (29.0%) |
| Teachers | 192 | (13.5%) |
| Administrators | 55 | (3.9%) |
| Trustees | 14 | (1.0%) |

Respondents were asked to indicate if they felt there was a 'good' Physical Education program presently operating within the schools (see Table 2).

Tabel 2

PERCENTAGE OF RESPONSES SIGNIFYING FAVORABLE OR UNFAVORABLE PHYSICAL EDUCATION PROGRAMS WITHIN THE SCHOOLS

| | Yes | No |
|---|---|---|
| Combined | 75 | 23 |
| Elementary | 68 | 28 |
| Junior High | 77 | 22 |
| Senior High | 88 | 11 |
| Parents | 72 | 25 |
| Teachers | 69 | 29 |
| Administrators | 75 | 25 |
| Trustees | 43 | 57 |

The most significant figure on this is the 'combined' total; demonstrating that 75% of the respondent group felt there was a good program operating within the schools. The highest positive response is from senior high students (88%) and the lowest from the trustee group (43%). It is interesting to note that more than half (57%) of the trustee group indicated a negative response to this question.

Research questions numbers one and two as stated in Chapter 1 are supported by the above table. Statement number three, that Physical Education will not be seen as an integral and important subject, was shown to be exactly opposite.

Table 3

PERCENTAGE RESPONSE REFERRING TO AREAS OF LIMITATION WITHIN THE PROGRAM

| | Limited Equipment & Supplies | Time Allocated for Instruction | Background of Teachers Handling Instruction | Space Allocated for Instruction |
|---|---|---|---|---|
| Combined | 31 | 39 | 11 | 18 |
| Elementary | 30 | 47 | 11 | 16 |
| Junior High | 37 | 49 | 5 | 18 |
| Senior High | 33 | 39 | 5 | 16 |
| Parents | 29 | 35 | 15 | 14 |
| Teachers | 33 | 32 | 15 | 31 |
| Administrators | 20 | 35 | 16 | 25 |
| Trustees | 14 | 21 | 57 | 7 |

The figures in Table 3 indicate the areas within the program which the respondent group felt limited the program's effectiveness. The greatest percentage indication, from all groups except trustees, falls under the category dealing with the amount of time allocated for instruction. Excluding trustees once more, the respondent group have listed in descending order; 'limited equipment and supplies', 'space allocated for instruction', and the 'background of teachers handling instruction' as other areas limiting the program. The trustee group felt that the background of the teachers handling the instruction was the greatest area limiting the programs.

The parent group was requested to indicate whether they would like to see their children have the opportunity to participate in a good quality Physical Education program.

Table 4 indicates that 92% of the parent group would like their children to have an opportunity to participate with only 4% expressing negative answers.

Table 4

PARENTAL OPINION REGARDING OPPORTUNITY FOR PARTICIPATION IN A GOOD QUALITY PHYSICAL EDUCATION PROGRAM

| | Yes | No |
|---|---|---|
| Combined | 45 | 2 |
| Parents | 92 | 4 |
| Teachers | 27 | 2 |
| Administrators | 60 | 9 |
| Trustees | 93 | 0 |

The above table supported research questions one and two but negated statement three. Again, this table demonstrated support for a Physical Education program.

Table 5

PERCENTAGE RANKING OF PHYSICAL EDUCATION WHEN COMPARED WITH OTHER COURSE SUBJECTS

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| Combined | 9 | 8 | 12 | 18 | 19 | 21 | 6 | 3 | 2 |
| Elementary | 16 | 10 | 11 | 15 | 17 | 16 | 5 | 4 | 1 |
| Junior High | 12 | 8 | 15 | 16 | 16 | 21 | 7 | 1 | 3 |
| Senior High | 14 | 12 | 12 | 18 | 24 | 14 | 3 | 1 | 1 |
| Parents | 4 | 3 | 10 | 18 | 19 | 28 | 9 | 3 | 3 |
| Teachers | 7 | 8 | 11 | 23 | 13 | 23 | 4 | 3 | 2 |
| Administrators | 4 | 7 | 13 | 20 | 22 | 25 | 0 | 5 | 2 |
| Trustees | 0 | 0 | 7 | 36 | 43 | 14 | 0 | 0 | 0 |

Respondents were asked to rank Physical Education in comparison with other school subjects. The survey group was requested to rank all subjects and then place the rank number (1, 2, 3, etc.) given to Physical Education on the sheet provided.

The combined percentage figures indicate that Physical Education was placed sixth in order of importance within the curriculum (21%). However, the rank positions of fourth and fifth are also very close to this figure (18%, 19%). Warren (1974) also found this rank order for Physical Education.

Elementary students did not demonstrate any distinct rank order for the subject. Junior High students, parents and administrators rank Physical Education as sixth in order of importance (21%, 28%, and 25% respectively), while Senior High students and trustees rank Physical Education as fifth in order of importance (24%, 43%). Teachers equally

rank Physical Education as fourth (23% and sixth (23%).

School subjects were listed in order of importance as, English (Reading and Language also included), Mathematics, Science, Social Studies, Physical Education/French/Music. The last three were rated approximately equally. This result was very similar to one found by Warren (1974).

Table 6 indicates areas which the survey group felt would improve the program. The greatest response rate was within the area of equipment and supplies (30% combined).

The highest response rating was indicated by the trustee group as 'in-service instruction' (57%). Parents, teachers and administrators also agree with the trustees on this designated area of improvement (30%, 44% and 33% respectively). All student groups place the greatest emphasis on 'equipment and supplies'.

Table 6

SUGGESTED AREAS OF PROGRAM IMPROVEMENT (GIVEN IN PERCENTAGES)

| | In-service | Space | Equipment and Supplies | Use of Community Resources | Others |
|---|---|---|---|---|---|
| Combined | 22 | 25 | 30 | 26 | 8 |
| Elementary | 13 | 29 | 37 | 26 | 6 |
| Junior High | 15 | 24 | 31 | 22 | 13 |
| Senior High | 9 | 25 | 30 | 30 | 11 |
| Parents | 30 | 18 | 26 | 21 | 5 |
| Teachers | 34 | 41 | 30 | 16 | 8 |
| Administrators | 33 | 25 | 24 | 20 | 13 |
| Trustees | 57 | 14 | 7 | 14 | 0 |

Tables 7, 8, 9 and 10 indicate general knowledge questions regarding differences in school programs.

Table 7 refers to the percentage of schools offering especially adapted programs for handicapped or atypical children. The numbers of importance to this study are the 'combined' totals which indicate that 64% of the schools do not offer any type of special program while 27% do offer such a program.

Table 8 indicates the number of times per week students receive Physical Education classes. As is demonstrated by this table, there is no general pattern for Physical Education class scheduling.

A combined percentage total indicates the 83% of the survey schools offer an intramural program (Table 10). This figure varies from 72% in the Elementary schools to 86% in the Senior High schools.

The amount of time given to intramurals varies primarily between one-half hour per day to one hour per day shown by the 'combined' percentages of 39% and 33% respectively (Table 10).

Table 7

PERCENTAGE OF SCHOOLS OFFERING ESPECIALLY ADAPTED PROGRAMS FOR HANDICAPPED OR ATYPICAL CHILDREN

| | Yes | No |
|---|---|---|
| Combined | 27 | 64 |
| Elementary | 45 | 50 |
| Junior High | 27 | 69 |
| Senior High | 25 | 70 |
| Parents | 25 | 58 |
| Teachers | 14 | 79 |
| Administrators | 20 | 71 |
| Trustees | 29 | 64 |

Table 8

NUMBER OF TIMES PER WEEK ALLOTTED TO PHYSICAL EDUCATION CLASSES (PERCENT)

| | 1x/wk | 2x/wk | 3x/wk | 1/day | Other |
|---|---|---|---|---|---|
| Combined | 3 | 36 | 18 | 28 | 11 |
| Elementary | 3 | 54 | 23 | 1 | 16 |
| Junior High | 4 | 55 | 27 | 2 | 8 |
| Senior High | 0 | 2 | 8 | 77 | 12 |
| Parents | 3 | 32 | 18 | 30 | 10 |
| Teachers | 3 | 48 | 15 | 18 | 11 |
| Administrators | 2 | 38 | 11 | 31 | 15 |
| Trustees | 0 | 14 | 50 | 0 | 7 |

Table 9

PERCENTAGE INDICATION OF SCHOOLS OFFERING AN INTRAMURAL PROGRAM

| | Yes | No |
|---|---|---|
| Combined | 83 | 14 |
| Elementary | 72 | 25 |
| Junior High | 94 | 6 |
| Senior High | 86 | 11 |
| Parents | 80 | 15 |
| Teachers | 83 | 15 |
| Administrators | 93 | 7 |
| Trustees | 93 | 7 |

Table 10

TIME ALLOTTED FOR SCHOOL INTRAMURALS (PERCENTAGE DISTRIBUTION)

| | ½ hr/day | 1 hr/day | More Than 1 hr/day | None |
|---|---|---|---|---|
| Combined | 39 | 33 | 8 | 11 |
| Elementary | 58 | 20 | 2 | 15 |
| Junior High | 35 | 44 | 11 | 6 |
| Senior High | 27 | 38 | 15 | 13 |
| Parents | 35 | 32 | 7 | 10 |
| Teachers | 43 | 32 | 5 | 10 |
| Administrators | 38 | 42 | 11 | 5 |
| Trustees | 7 | 64 | 0 | 7 |

Parents, teachers and students connected in some manner with the Elementary schools were requested to indicate the number of times per week they felt Physical Education classes should be offered to Elementary students. First, Grades 1-3 and next, Grades 4-6 (Tables 11 and 12).

Teachers, administrators and trustees indicated the greatest percentage of responses, for both Grades 1-3 and Grades 4-6, in the five classes per week selection. Elementary students suggested twice per week for Grades 1-3 (33%) and three times per week for Grades 4-6 (49%). Junior High students, Senior High students, and parents all suggested three times per week for Grades 1-3 (37%, 10%, 26%); with Junior High students and parents suggesting five times per week for Grades 4-6 (35%, 40%).

The combined totals indicated Physical Education classes either three times or five times per week for all Elementary grades. This is demonstrated by percentage totals of 24% and 23% for Grades 1-3, suggesting three times or five times, and 31% and 31% for Grades 1-4, suggesting either three times or five times per week.

The results from Tables 11 and 12 strongly supported research statement number one: 'Physical Education is an important and integral subject in the elementary school curriculum. Elementary students will desire more Physical Education than they receive at the present time."

The second part of this statement received greater support from the adult groups than the student groups.

PERCENTAGE INDICATION OF SCHEDULED PHYSICAL EDUCATION CLASSES SUGGESTED ON A PER-WEEK BASIS ( TABLES 11 & 12)

Table 11

| Grades 1-3 | 0 | 1 | 2 | 3 | 5 |
|---|---|---|---|---|---|
| Combined | 0 | 3 | 18 | 24 | 23 |
| Elementary | 0 | 8 | 33 | 21 | 11 |
| Junior High | 0 | 5 | 29 | 37 | 19 |
| Senior High | 0 | 1 | 6 | 16 | 12 |
| Parents | 0.2 | 2 | 16 | 26 | 33 |
| Teachers | 0.5 | 0.5 | 8 | 18 | 35 |
| Administrators | 0 | 0 | 5 | 33 | 44 |
| Trustees | 0 | 7 | 0 | 29 | 43 |

Table 12

| Grades 4-6 | 0 | 1 | 2 | 3 | 5 |
|---|---|---|---|---|---|
| Combined | 1 | 1 | 11 | 31 | 31 |
| Elementary | 2 | 3 | 19 | 49 | 24 |
| Junior High | 0 | 0.5 | 13 | 46 | 35 |
| Senior High | 0 | 1 | 1 | 13 | 19 |
| Parents | 0.5 | 1 | 12 | 31 | 40 |
| Teachers | 0.5 | 0.5 | 13 | 19 | 28 |
| Administrators | 0 | 0 | 2 | 29 | 49 |
| Trustees | 0 | 0 | 7 | 29 | 36 |

Table 13

DESIRED TIME ALLOTMENT FOR INTRAMURALS (PERCENTAGE DISTRIBUTION)

| | ½ hr/day | 1 hr/day | More Than 1 hr/day | None |
|---|---|---|---|---|
| Combined | 25 | 49 | 19 | 2 |
| Elementary | 34 | 50 | 13 | 0.5 |
| Junior High | 13 | 52 | 30 | 1 |
| Senior High | 16 | 53 | 26 | 1 |
| Parents | 27 | 48 | 15 | 1 |
| Teachers | 30 | 43 | 13 | 4 |
| Administrators | 24 | 49 | 18 | 2 |
| Trustees | 21 | 43 | 21 | 0 |

An indication was requested regarding the desired amount of time for intramurals.

Table 13 showed that 49% of the survey group felt there should be one hour per day allotted for intramurals. All groups within the survey group indicated this choice as the one of highest preference.

Respondents were asked to indicate the types of programs they felt should be offered at the Junior High and Senior High school level. Three selections were given: 'as currently outlined', 'compulsory but student may have choice of activities', and 'optional -- no requirements necessary'.

Table 16 indicates the survey group opinion regarding Junior High School Physical Education. The highest percentage reply for all groups is designated by the choice 'compulsory but student may have choice of activities'.

Research statement two was strongly supported by the results of this table demonstrating that Junior High students recognized the importance of Physical Education but desired greater choices in activity areas.

Table 17 shows the percentage breakdown for favored Senior High School Physical Education programs. Again, the highest percentage for all groups is indicated by the second category choice, 'compulsory but student may have choice of activities'. Results indicated by Tables 16 and 17 are consistent with the Warren Report (1974:47).

Results from Table 17 negate research statement number three, demonstrating that Physical Education at the Senior High level is considered a integral subject but that the students should receive greater choice of activity areas.

PERCENTAGE INDICATION OF THE ORGANIZATIONAL PATTERN FOR CHILDREN REGARDING COMPETITION (TABLES 14 & 15)

Table 14

Grades 1-3 -- Informal play activities under supervision

| | Yes | No |
|---|---|---|
| Combined | 45 | 4 |
| Elementary | 19 | 3 |
| Junior High | 72 | 10 |
| Senior High | 29 | 2 |
| Parents | 50 | 4 |
| Teachers | 47 | 2 |
| Administrators | 80 | 5 |
| Trustees | 100 | 0 |

Table 15

Grades 4-6 -- Intramural program of competition similar to the games lessons in Physical Education

| | Yes | No |
|---|---|---|
| Combined | 46 | 4 |
| Elementary | 26 | 2 |
| Junior High | 72 | 8 |
| Senior High | 29 | 3 |
| Parents | 54 | 2 |
| Teachers | 43 | 5 |
| Administrators | 75 | 9 |
| Trustees | 93 | 7 |

Tables 14 & 15 indicate respondents' opinions regarding competition in the Elementary grades. All respondents connected in some manner with the Elementary schools were requested to reply to these questions.

Table 14 deals with Grades 1-3. It was suggested for this level that only informal, supervised play activities should exist. A positive reply was received for this suggestion from 100% of the trustees, 80% of the administrators, 50% of the parents and 47% of the teachers. The overall view regarding this suggestion was positive.

Table 15 deals with Grades 4-6. It was suggested for this level that intramural competition similar to the games lessons in Physical Education should exist. Again, the general view concerning this suggestion was positive with percentages being distributed as follows: trustees, 93%; administrators, 75%; teachers, 43%; parents, 54%. A 'combined' percentage score indicated 46% in favour and 4% against.

Table 16

TYPES OF PROGRAMS FAVORED AT THE JUNIOR HIGH SCHOOL LEVEL
(PERCENTAGE DISTRIBUTION)

| | As Currently Outlined | Compulsory But Choice of Activities | Optional, No Requirements |
|---|---|---|---|
| Combined | 16 | 36 | 6 |
| Elementary | 5 | 16 | 3 |
| Junior High | 25 | 55 | 9 |
| Senior High | 8 | 17 | 4 |
| Parents | 19 | 45 | 9 |
| Teachers | 15 | 29 | 4 |
| Administrators | 29 | 49 | 5 |
| Trustees | 43 | 50 | 7 |

Table 17

TYPES OF PROGRAMS FAVORED AT THE SENIOR HIGH SCHOOL LEVEL
(PERCENTAGE DISTRIBUTION)

| | As Currently Outlined | Compulsory But Choice of Activities | Optional, No Requirements |
|---|---|---|---|
| Combined | 11 | 31 | 11 |
| Elementary | 11 | 40 | 15 |
| Junior High | 4 | 9 | 2 |
| Senior High | 15 | 50 | 11 |
| Parents | 12 | 41 | 14 |
| Teachers | 10 | 34 | 6 |
| Administrators | 24 | 42 | 24 |
| Trustees | 21 | 64 | 14 |

Table 18

DESIRED ALLOTMENT OF TIME PER DAY FOR SPECIFIC EXTRA-CURRICULAR ACTIVITY (PERCENT)

| | ½ hr/day | 1 hr/day | More Than 1 hr/day | None |
|---|---|---|---|---|
| Combined | 19 | 41 | 27 | 3 |
| Elementary | 29 | 43 | 19 | 6 |
| Junior High | 14 | 43 | 41 | 0.5 |
| Senior High | 10 | 34 | 51 | 1 |
| Parents | 20 | 45 | 21 | 3 |
| Teachers | 21 | 37 | 16 | 5 |
| Administrators | 24 | 47 | 5 | 5 |
| Trustees | 21 | 57 | 0 | 0 |

Table 18 demonstrates the desired amount of time per day the respondents felt should be designated for extra-curricular athletic activities.

The combined total indicated a one hour per day allotment for extra-curricular activities (41%) as did Elementary students (43%), Junior High students (43%), parents (45%), teachers (37%), administrators (47%) and trustees (57%). Senior High students expressed a desire for 1½ - 2 hours of extra-curricular activities per day (51%).

Table 19

FEELINGS REGARDING THE EQUALITY OF THE GIRLS' PHYSICAL EDUCATION PROGRAM AS COMPARED WITH THE BOYS' PROGRAM WITH RESPECT TO TIME, SPACE AND EQUIPMENT

| | Yes | No |
|---|---|---|
| Combined | 78 | 14 |
| Elementary | 84 | 11 |
| Junior High | 82 | 15 |
| Senior High | 85 | 12 |
| Parents | 70 | 15 |
| Teachers | 78 | 11 |
| Administrators | 75 | 22 |
| Trustees | 57 | 29 |

Table 19 expressed the feelings of respondents with regards to the equality of the girls' Physical Education program as compared with the boys' program regarding time, space and equipment.

All respondent groups felt that the girls' program was equal to the boys' program in these respects.

## Chapter 6

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### Summary

The purpose of this study was to determine the general attitude toward Physical Education as a compulsory subject within the Alberta School Systems. It was also a purpose to determine differences and/or similarities of attitudes regarding Physical Education in the curriculum at the Elementary School, Junior High School and the Senior High School levels. Differences in opinions between each of the five selected groups were also examined. It was hoped to show justification and/or areas needing improvement or deletion within the present Physical Education program.

Five groups were selected to be surveyed: students, parents, teachers, administrators and trustees.

From the Alberta School Systems nineteen counties, divisions or districts were randomly selected.

A total of sixty-nine schools were then randomly selected from this sample group.

In total 2400 opinionnaires were distributed among these sixty-nine schools. Of the 2400, 1422 opinionnaires were returned, representing 59% of the possible total return.

Of the 1422 responding 249 (17.5%) were Elementary students, 211 (14.8%) were Junior High students, 277 (19.5%) were Senior High students, 412, (29.0%) were parents, 192 (13.5%) were teachers, 55 (3.9%) were

administrators and 14 (1.0%) were trustees (see Table 1). The highest response rate was from the parent group (43%).

It was of interest to note that 75% of the respondents felt that there was a satisfactory Physical Education program presently operating within the schools (excluding the trustee group), (see Table 2).

It was also interesting to note that the amount of time allocated for instruction was indicated as the major limitation to the program (39%), (see Table 3).

Table 4 indicated that 92% of the parents surveyed were in favour of their children participating in a good quality Physical Education program.

Physical Education was ranked as sixth in order of importance in the curriculum (see Table 5).

Equipment and supplies were indicated as the area in the present program most in need of improvement. However there was a definite difference of opinion between students and adults with the students supporting the above suggestion and all adult groups stressing the need for improved in-service training for teachers (see Table 6).

Many general information questions were asked within the study. Table 7 shows that few (27%) of the schools have an adapted program for handicapped or atypical children.

As indicated in Table 8 there was a fairly equal distribution of numbers of classes held per week in the various schools. There was no demonstrable pattern for scheduling these classes.

Of all schools surveyed 83% indicated some type of intramural program existed (see Table 9) and that the amount of time delegated to this program varies between one-half hour to one hour per day (see Table

10).

Opinions were solicited regarding the number of classes per week and types of programs.

Three or five Physical Education classes per week were suggested for the Elementary grades (see Tables 11 and 12). Both suggestions were supported equally.

Respondents were in favour of a compulsory program permitting selection of activities for both Junior High and Senior High students (see Table 16 and 17).

Respondents indicated (49%) a desire for one hour per day allocated for intramurals (see Table 13).

Competition in the Elementary grades was not seen as a favourable goal. Table 14 indicates a high percentage (trustees, 100%; administrators, 80%; parents, 50%; and teachers 47%) in favour of informal supervised games for Grades 1-3. Table 15 indicates a high positive agreement with the suggestion for intramural competition similar to games lessons for Grades 4-6.

A strong desire was demonstrated in Table 19 for one hour per day to be allotted for extra-curricular activities.

Respondents also felt that the girls' programs were equal to the boys' programs, with respect to time, space and equipment.

## Conclusions

Information gathered in this study indicated that there was a favourable opinion toward Physical Education as a compulsory subject within the school curriculum. There was a strong similarity in attitudes regarding the Elementary, Junior High and Senior High curriculum. There

were few differences in opinions between groups. The major differences occurred between student groups and adult groups primarily in the area of program improvement.

There did not appear to be strong support of the present program within the schools although there was strong support for a compulsory program. The program was questioned in areas such as content, quality, time and facilities. The areas which were selected, and also received written comments, were ones regarding content and quality. This may stem from poor past and present experiences within the program or from attitudes regarding these programs.

Recommendations

The following recommendations are based on the results of this study:

1. That a compulsory program of Physical Education be maintained within the school curriculum at all levels.

2. That the content of the program be reviewed and analysed to produce greater choice of activities for the students and staff.

3. That a greater number of in-service courses be provided to maintain a high standard of teaching within the class.

4. That wherever possible and seemed necessary, an adapted program be provided for handicapped and/or atypical children.

5. That classes be offered consistently to all students throughout the school year (i.e. in both terms for equal amounts of time).

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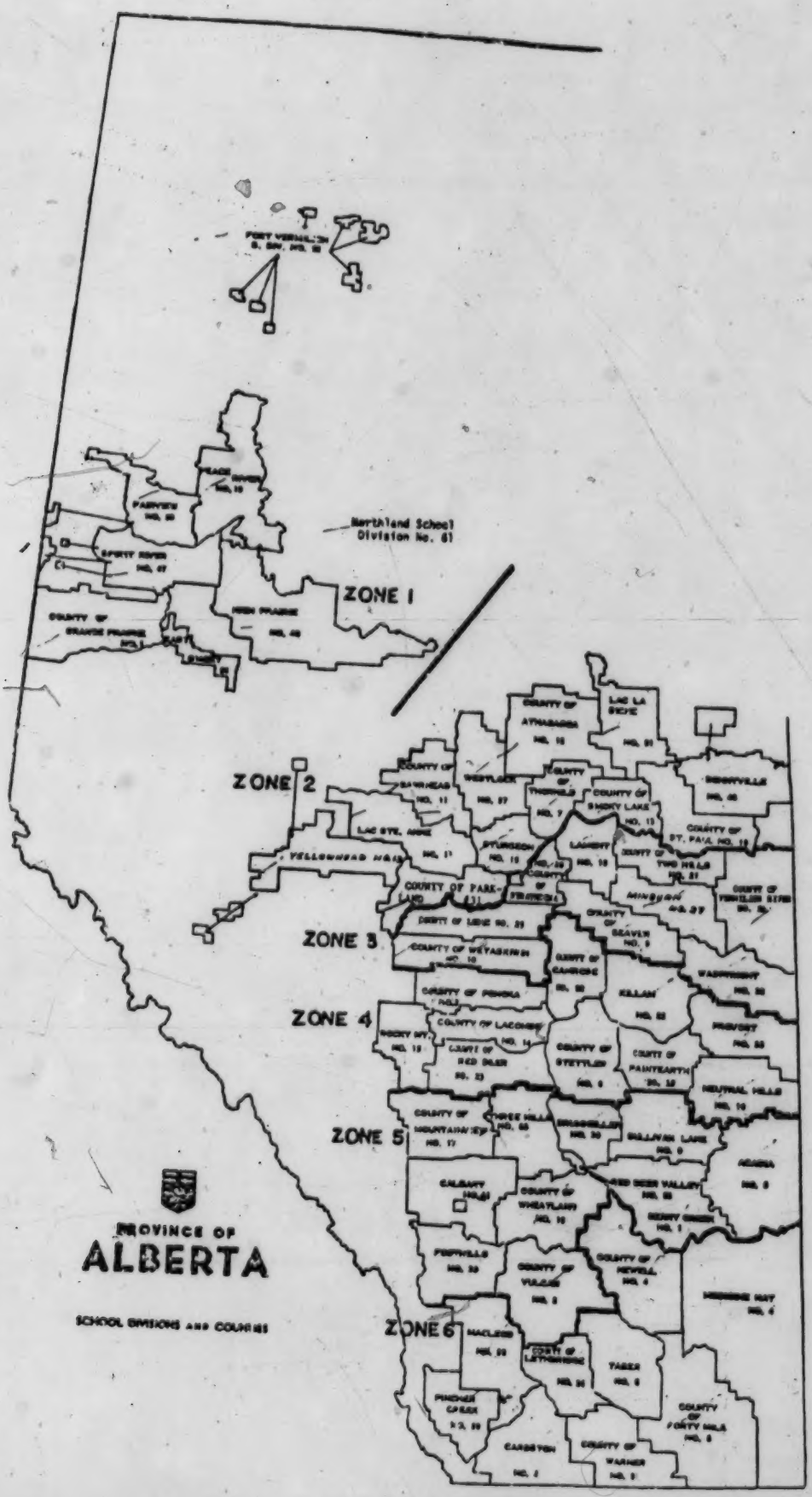
## Appendix A

## Provincial Zone Map


Northland School Division No. 61
ZONE 1
ZONE 2
ZONE 3
ZONE 4
ZONE 5
ZONE 6
PROVINCE OF
ALBERTA
SCHOOL DIVISIONS AND COUNTIES

## Appendix B

## Design for Geographical Sample

| | Zone 1 | Zone 2 | Zone 3 | Zone 4 | Zone 5 | Zone 6 | Urban |
|---|---|---|---|---|---|---|---|
| County | Grande Prairie | Lac Ste.Anne<br>Barrhead<br>Parkland<br>Athabasca<br>Smoky Lake<br>Thorhild<br>St. Paul | Leduc<br>Wetaskiwin<br>Strathcona<br>Lamont<br>Beaver<br>Two Hills<br>Minburn<br>Vermilion River | Ponoka<br>Lacombe<br>Red Deer<br>Stettler<br>Camrose<br>Paintearth<br>Flagstaff | Mountainview<br>Wheatland<br>Vulcan | Lethbridge<br>Warner<br>Forty Mile<br>Newell | Large<br>Calgary Public<br>Calgary Separate<br>Edmonton Public<br>Edmonton Separate |
| School Division | Fort McMurray<br>Fort Vermillion<br>Northland<br>Peace River<br>Fairview<br>Spirit River<br>High Prairie<br>East Smokey | Yellowhead<br>Sturgeon<br>Westlock<br>Lac La Biche<br>Bonnyville<br>Lac Ste.Anne | Wainwright<br>Lamont<br>Minburn | Rocky Mtn. House<br>Provost<br>Neutral Hills | Three Hills<br>Starland<br>Sullivan Lake<br>Acadia<br>Red Deer Valley<br>Barry Creek<br>Calgary<br>Foothills<br>Drumheller | Macleod<br>Pincher Creek<br>Cardston<br>Taber<br>Medicine Hat<br>Crowsnest Pass<br>Willow Creek | Small<br>Grande Prairie<br>Wetaskiwin<br>Camrose<br>Drumheller<br>Red Deer<br>Medicine Hat<br>Lethbridge |
| Small School District (Others) | Fort McMurray<br>a) S.D.<br>b) R.C. | Grande Cache<br>St. Albert<br>a) S.D.<br>b) P.S.S.D.<br>St. Paul<br>Bonnyville | Devon<br>Vermilion Forces Base | Stettler | Hanna | Brooks | |

## Appendix C

Letters to
Superintendents, Trustees, Principals and Parents

11333 University Avenue
Edmonton, Alberta
T6G 1Y8

December 16, 1974.

Dear Sir,

An opinionnaire, to provide some reaction toward the Alberta school systems Physical Education program, is being planning in conjunction with the Alberta Teachers' Association, and the Department of Education. I am attempting to run this opinionnaire in partial fulfillment for a Masters' degree at the University of Alberta.

Your jurisdiction has been randomly selected for sampling and it would be appreciated if you would sanction authorization to run such a sample.

The sample will be randomly selected from the schools and students within your jurisdiction and will be sent out during the month of January.

A copy of the intended opinionnaire is enclosed for your scrutiny.

I would appreciate receiving any replies or comments at your earliest convenience.

Thank you for your time and consideration in this matter.

Yours sincerely,

(Ms.) C.J. Halkett

CJH/an
encls.

c/o Research, Development and
Examinations
Department of Education
Executive Building
10105 - 109 Street
Edmonton, Alberta
T5J 2V2

To the Trustee:

Enclosed please find four (4) opinionnaires dealing with physical education as a compulsory subject in the Alberta school system.

This study is sponsored by the Alberta Teachers' Association and the Province of Alberta, Department of Education.

Your jurisdiction has been randomly selected as part of the sample to be used for this study.

Would you and other trustees please complete these opinionnaires and return them to the above address prior to January 31, 1975.

Thank you for your time and consideration in this matter.

Sincerely,

Cathy Halkett

/encls. (4)

/skh
January 15, 1975.

11333 University Ave.
Edmonton, Alberta
T6G 1Y8

January 15, 1975.

To the Principal:

Your school has been selected as one of sixty-nine Alberta schools to participate in a province-wide opinionnaire dealing with physical education as a compulsory subject in the curriculum. This study is being sponsored by the ATA and the provincial government Department of Education.

Superintendents of all school jurisdictions have been informed of this study and all have recently given their sanction to it. We now request your assistance in completing the study.

Your school has been sent ___ opinionnaires. Of these, please give:

_____ to elementary (Grade 5 & 6) students

_____ to junior high students

_____ to senior high students

Students should be chosen randomly and requested to complete the opinionnaire during their PE period. Teachers may make any explanation they feel necessary. After the students have completed the opinionnaires, please give every participating student a copy to take home for his/her parent to complete and return to the school.

You and other administrators in the school are requested to complete an opinionnaire, and the remaining copies are to be given to a random teacher selection within the school.

After receiving all opinionnaires, please send them to:

Ms. C. Halkett
Education G 108
Dept. of Educational Services
University of Alberta
Edmonton, Alberta T6G 0X6

Further instructions are included in the first two pages of the opinionnaire. If you have any questions regarding this opinionnaire or its instructions, do not hesitate to phone me at 1-434-4372 or 1-432-1407.

I greatly appreciate your cooperation and time with the above request.

Sincerely,

Cathy Halkett

Education G108
Dept. of Educational Services
University of Alberta
Edmonton, Alberta
T6G 0X6

January 28, 1975.

Dear Parent:

The attached is an opinionnaire dealing with physical education in the schools and in particular, your child and his/her school. This paper is examining physical education as a compulsory subject within the curriculum and it is felt that the study would be incomplete without receiving and studying the feelings and ideas of you, the parent.

This study is not trying to say that physical education should or should not be a compulsory subject within the school curriculum, but is merely looking at general attitudes toward this subject.

It is with this in mind that we now request you to complete the opinionnaire and return it as soon as possible with your child to the school.

The questions that you, the parent, are asked to complete are listed on the first sheet of the opinionnaire.

If you do not feel you are able to answer any one particular question, please leave it blank and write any appropriate comment you feel is necessary. Comments about any of the questions would be greatly appreciated. All such comments will be read and studied.

If you have any difficulties filling out the questions, please do one of two things:

1. Ask your child - he/she has recently completed a similar opinionnaire
2. Phone (C.J. Halkett) at:

   1-434-4372 (Home)

   1-432-1407 (Office)

This study is being sponsored by the Alberta Teachers' Association and the Department of Education, Province of Alberta.

Your contribution to this study is greatly appreciated.

Sincerely,

Cathy Halkett

PLEASE DO ALL QUESTIONS EXCEPT "L"

/attach.

## Appendix D

## Revised Opinionnaire

# PHYSICAL EDUCATION
# OPINIONNAIRE

INSTRUCTION SHEET

1. Administrators/Trustees

   Read all sheets and do all questions.

2. Parents

   Read all sheets/or sheet concerned with your child and do corresponding questions as listed below:

| | | |
|---|---|---|
| Elementary | Page 1 | Questions I, all excluding L |
| Junior High | Page 2 | Questions I, all excluding M |
| High School | Page 3 | Questions I, all excluding N |

3. Students/Teachers

   Read the sheet with the heading for your school and grade (ie., Elementary, Junior High, High School). Do the questions as listed below for your grade:

| | | |
|---|---|---|
| Elementary | Page 1 | Questions I, A, B, D, E, F, G, H, I, J, K, N, O, P, Q |
| Junior High | Page 2 | Questions I, A, B, D, E, F, G, H, I, J, K, L, O, P, Q |
| High School | Page 3 | Questions I, A, B, D, E, F, G, I, J, K, M, O, P, Q |

PLEASE RETURN THE OPINIONNAIRE TO THE SCHOOL AS QUICKLY AS POSSIBLE

THANK YOU FOR YOUR COOPERATION

## INTRODUCTORY STATEMENT

## ELEMENTARY PHYSICAL EDUCATION

### Objectives

The program in physical education provides the child with an opportunity to develop:

1. motor skills
2. physical fitness
3. emotional control
4. socially acceptable behaviour and
5. desirable knowledges and attitudes to leisure time activities.

Current trends in elementary education indicate a new desire to provide a well rounded physical education program for all children. For many years, the curriculum was limited to rhythms, dances, games, relays and conditioning exercises -- watered down secondary programs. Little time was available and many teachers felt handicapped because of limited training and experience. Consequently, many children developed negative feelings towards the program.

At the present time, there is considerable momentum in implementing a curriculum around basic movement concepts in games, gymnastics, dance and aquatics. The child is encouraged, through the problem-solving approach, to proceed at his own rate and work within the level of his own ability; to experiment, discover, select and consolidate movements which will solve stated problems. When properly guided and developed, physical education becomes a purposeful and vital part of the child's elementary school education. It aids in the realization of those objectives concerned with the development of favorable self-image, efficient body management and the development of values and understandings of life long physical and mental fitness.

## INTRODUCTORY STATEMENT

## JUNIOR HIGH SCHOOL PHYSICAL EDUCATION (7-9)

### Objectives

1. The development of a strong body and soundly functioning body systems.
2. The development of recreational and utilitarian skills.
3. The development of a wholesome interest in physical activities for wise and constructive use of leisure time.
4. The development of desirable standards of behaviour and the ability to get along well with other people.

Movement skills acquired in elementary physical education become structured and more formal at this level. The program exhibits a shift toward developing skills and knowledge directly related to such games as soccer, volleyball and basketball. Individual development and self-identification are still fostered in a wide range of individual performance events and hopefully a program which encompasses a large number of activities may be offered. Students are encouraged to explore a number of these activities with the objective of finding areas of interest which may be pursued in further depth as they progress through school.

In the past, because of the child's previous experiences, teachers have been faced with students with very low skill levels, but a keen desire to participate. Once again, because of limited time, little can be accomplished to raise the aspiration level of the individual to the point where he can experience the thrill of executing a series of coordinated movements. The program offered became repetitious rather than developmental.

The availability of specialized teachers at the junior high level has enabled traditional programs to widen, time allotments have increased and opportunities for students to explore and attain a relative high skill level in team, dual and individual leisure activities. However, there is a need to view the curriculum Kindergarten to 12 as a continuum to appreciate the need for activity progressions, to articulate programs between school levels and develop skills and understandings of activities to a greater depth in the later secondary period.

## INTRODUCTORY STATEMENT

## SENIOR HIGH SCHOOL PHYSICAL EDUCATION (10-12)

**Objectives**

1. The development of a strong body and soundly functioning body systems.
2. The development of a recreational and utilitarian skills.
3. The development of a wholesome interest in physical activities for wise and constructive use of leisure time.
4. The development of desirable standards of behaviour and the ability to get along well with other people.

Two (2) credits are required in physical education towards obtaining a High School Diploma (100 credits). In most schools, physical education is taken at the Grade 10 level for 2, 3, 4 or 5 credits. The program is elective in Grades 11 and 12. It may be offered for 2, 3, 4 or 5 credits at Grade 11 and 5 credits only in Grade 12.

Most students usually take physical education during their first year of high school for one semester (two or five periods per week for one-half of the year). As this meets the requirement, further participation in physical education is in most cases terminated at this point. Although the program is elective in Grades 11 and 12, many students find it difficult to include any further classes in their timetable because of other requirements. If we think in terms of fitness or developing skills which provide one with opportunities to develop experience in activities which will motivate him to participate throughout his life, in his leisure time, we are being somewhat unrealistic. In many cases, little attention has been given towards articulation between the grade levels and the program becomes a repetition of previous experiences. There is some question as to the validity of the 2-credit requirement, however, many feel that if this was eliminated, the program could well disappear in some schools.

It is the purpose of this paper to determine attitudes towards the offerings of physical education courses in the curriculum. Should the course be required or optional and if required for how much time (per week and per year)?

# OPINIONNAIRE

I. Please check appropriate square:

Elementary student [1] ☐
Junior High student [2] ☐
High School student [3] ☐
Teacher [5] ☐
Trustee [7] ☐

Parent [4] ☐
Administrator [6] ☐

A. Do you feel that there is a satisfactory physical education program, meeting the objectives listed on the introductory sheet, being offered in your school (or schools)?

Yes [8] ☐ No [9] ☐ Comment: _____

_____

B. If there are limitations in the program offered; what do you feel could be the main cause?

[10] ☐ Limited equipment and supplies
[11] ☐ Time allocated for instruction
[12] ☐ Background of teachers handling instruction
[13] ☐ Space allocated for instruction

Comment: _____

_____

C. As a parent, would you like to see your children (if they so desired) have a greater opportunity to participate in a good quality physical education program (as outlined by the objectives)?

Yes ☐ [14] No ☐ [15] Comment: _____

_____

D. Place the following subjects in order from the subject you feel is most important to you, to the one you feel is of least importance.

| | |
|---|---|
| ___ Art | ___ Physical Education |
| ___ French | ___ Reading |
| ___ Language | ___ Science |
| ___ Mathematics | ___ Social Studies |
| ___ Music | ___ Others _____ |
| | ___ Others _____ |
| | ___ Others _____ |

Please check below, where you have placed physical education:

| | |
|---|---|
| 16 ☐ First | 21 ☐ Sixth |
| 17 ☐ Second | 22 ☐ Seventh |
| 18 ☐ Third | 23 ☐ Eighth |
| 19 ☐ Fourth | 24 ☐ Ninth |
| 20 ☐ Fifth | |

E. If the program were to be improved, where do you see the greatest attention being directed?

25 ☐ In-service or special training courses for teachers (on the job)

26 ☐ Space (Activity areas)

27 ☐ Equipment and supplies

28 ☐ Use of community resources

29 ☐ Others

Comment: _____

_____

F. Is there any consideration given to especially adapted programs for handicapped or atypical children? (These are children or young adults that are unable to participate up to the level of the other students. A class for these students is often provided.) 30 ☐ Yes 31 ☐ No

G. How many times per week does each student take part in physical education in your school? (or schools?)

32 ☐ One period per week
33 ☐ Two periods per week
34 ☐ Three periods per week
35 ☐ Period every day
36 ☐ Other (ie., variable)

Comment: _____

_____

H. How many classes per week do you feel should be scheduled for physical education?

| | 0 | 1 | 2 | 3 | 5 | |
|---|---|---|---|---|---|---|
| Grades 1 - 3 | ☐ 37 | ☐ 38 | ☐ 39 | ☐ 40 | ☐ 41 | times/week |
| Grades 4 - 6 | ☐ 42 | ☐ 43 | ☐ 44 | ☐ 45 | ☐ 46 | times/week |

I. Is there an organized noon or after school intramural/house league program in your school? (or schools?) (An intramural/house league program is a recreation activity period in which anyone in the school may participate.)

47 ☐ Yes 48 ☐ No

J. How much time is scheduled for intramurals in your school? (or schools?)

49 ☐ One-half hour per day
50 ☐ One hour per day
51 ☐ More than one hour per day
52 ☐ None at present

Comment: _____

_____

K. How much time do you feel <u>should be</u> scheduled for intramurals in your school? (or schools?)

53 ☐ One-half hour per day

54 ☐ One hour per day

55 ☐ More than one hour per day

56 ☐ Nil

Comment: _____

_____

L. Do you agree with the following organizational pattern for children in regards to competition?

Grades 1 - 3 -- The children in Grades 1-3 are not yet ready for the organized activities of an intramural or an interschool program. They should, however, be provided with play space and equipment for many informal types of activities during recess and noon hour, have free choice of activity during this time and be encouraged to participate in a wide variety of suitable activities. These informal activities should, however, be under the supervision of various members of the teaching staff.

☐ 57 Yes ☐ 58 No Comment: _____

_____

Grades 4 - 6 -- Recess, noon hour, and after school activities are more highly organized and should include an intramural program. However, provision should be made for free choice of activity. The intramural program, at this level, should grow out of and be similar to the games lessons in physical education. The program should consist mainly of lead-up games which provide opportunities for basic skill practice.

☐ 59 Yes ☐ 60 No Comment: _____

_____

M. What type of program do you favor being offered at the junior secondary level?

61 ☐ As currently outlined (Page 2)

62 ☐ Compulsory but students may elect optional activities (required-elective, ie. compulsory course but choice given in selection of activities)

63 ☐ Optional - no requirement necessary

M. Cont'd.

Comment: _____

_____

N. What type of program do you favor being offered at the senior secondary level?

64 ☐ As currently outlined (compulsory for 2 credits, may be offered for 3-4-5)

65 ☐ Compulsory as above but students may elect optional activities (required-elective, ie. choice given in selection of activities)

66 ☐ Optional

Comment: _____

_____

O. How much time do you feel should be offered for practice of a specific extra curricular activity? (ie., any sports activity offered at the school, before or after school hours.)

67 ☐ One-half hour per day

68 ☐ One hour per day

69 ☐ 1½ - 2 hours per day

70 ☐ None

Comment: _____

_____

P. Do you feel that the girls' program receives an adequate or equal share of the time, space and equipment? 71 ☐ Yes 72 ☐ No

Comment: _____

_____

Q. What is the highest grade level taught in your school? (or schools?)

| | | | |
|---|---|---|---|
| Kindergarten | ☐ 73 | Grade 7 | ☐ 80 |
| Grade 1 | ☐ 74 | Grade 8 | ☐ 81 |
| Grade 2 | ☐ 75 | Grade 9 | ☐ 82 |
| Grade 3 | ☐ 76 | Grade 10 | ☐ 83 |
| Grade 4 | ☐ 77 | Grade 11 | ☐ 84 |
| Grade 5 | ☐ 78 | Grade 12 | ☐ 85 |
| Grade 6 | ☐ 79 | | |

## Appendix E

## General Response to the Opinionnaire

There were many additional comments apart from simple check answers given to the opinionnaire. Comments ranged from helpful to critical to congratulatory. Each of the questions were read and appropriate comments from selected groups of opinionnaires were collected and stated below.

Question A. Do you feel that there is a satisfactory physical education program meeting the objectives on the introductory sheet, being offered in your school (or schools)?

Administrators

1. The Elementary program is meeting the objectives but is not satisfactory in terms of time, allotted space and equipment.
2. In terms of time used from other areas physical education time is adequate.
3. There is not enough space for the children in the school to receive physical education often enough.
4. Inadequate staff of trained physical education teachers provides an unsatisfactory program.
5. An excellent program is offered but I should like to see more students participate beyond the grade level.
6. Making the best use of inadequate facilities available.

Many of the administrators thought that the Physical Education program offered at their school was satisfactory but many of them offered comments stating that there were real limitations to the program.

Teachers

1. Yes, except for the limitations of time and in some cases space. In one of my classes there are 39 children in a relatively small gymnasium.
2. No, not enough time provided per week nor a teacher with adequate training to take time to plan lessons properly.
3. Yes, definitely. A larger physical education staff would allow for a larger and even more satisfactory program.

4. No. It should be compulsory from grades 1 to 12 and should be given over the entire year's length.

5. Yes. For a first year program, students are thrilled with their new program.

6. Yes. I would like to stress the aspect of physical fitness rather than competitive activities, ie. sports in all physical education programs.

7. Yes. One teacher cannot give sufficient instruction. I think another physical education teacher for part-time and more space are required in our elementary school.

8. No. Limited time and facilities are inhibiting the program and the potential development of the child.

9. Yes. It is presumably undergoing modifications to achieve such objectives.

10. No. More gymnastics rather than the obsession with team sports.

11. No. Because it does not involve all students.

12. No. Schools should not be totally saddled with society's problem of pacifity and slothfullness.

Parents

1. No. Too much competition. One student pitted against another.

2. No. With a wide range of choices in courses, physical education appears to appeal to the student only through the easy fun route where the challenge of great effort leading to great accomplishments is most often overlooked. Success is measured in numbers rather than skill acquired.

3. No. Too much emphasis on competitive sport, not enough on movement skills.

4. No. Too many limitations, lack of time for student participation due to semester system of physical education.

5. No. We think two one hour sessions per week are necessary as a minimum for the elementary student.

6. No. As far as I know Canadian schools in general do not put enough importance on physical education.

7. No. If the practice for track and field is cancelled for the lack of interest rather than carry through for the ones who are interested.

8. Yes. We have a perhaps better program than in most areas, but there is an inadequate gymnastics program at junior, senior high school level. Folk dancing, etc. could be introduced.

9. No. No dancing, such as square dancing and gymnastics and tumbling is needed.

10. No. As the program operates on a semester basis it needs half the term with no physical education activity.

11. You yourself characterize them as poor if not failures being merely repetitious of prior experience.

12. Yes, within the necessary limits of time and space.

13. Yes. Emphasis would be on how to play games and individual sports.

14. No. Too many competitive activities can destroy self image and do not allow a child to work within the level of his own ability.

Senior High School Students

1. Yes, but there is still much room for improvement.

2. Yes, in the senior high level only. I feel that a lot of improvement could be made in the elementary and junior and senior high.

3. Yes. There could be more emphasis on coed classes in grade 10 and 11.

4. No. The only course offered in grade 12 is a two hour course which requires a student to be away from home over the weekends. I can't fit a two hour course in my timetable and cannot go out over the weekends so I must miss this class.

5. No. Not enough equipment, bigger gym for different areas of exercise, more exercises, etc.

6. No. The course that is offered to us hardly meets the objectives listed.

7. Yes. It is a choice, make it compulsory and you lose a lot of interest.

8. No. They should have more gymnastics for better coordination.

9. Yes. It encourages self-discipline in allowing freedom.

10. Yes. Students in grade 12 should have more say in the 30's program.

11. Yes. I think the Physical Education department is functioning

with moderate success.

12. Sometimes I think there should be more time spent in certain areas.

13. Yes. It covers many sports but only for around two weeks and this is good because some students don't like some sports.

Junior High Students

1. Yes. I think I am getting more and more into shape and am learning a lot.

2. Yes. I feel that the discipline might be improved a little bit.

3. No. We haven't enough equipment or room. The high school uses the gym with us and we don't really get an adequate amount of physical activities.

4. No. Right now we seem to be playing old games more than learning new skills and new activities.

5. No. Play games that don't take any skill and play games for the younger kids.

6. Yes. The program is satisfactory.

7. No. I think we should be able to do more swimming, bowling, hiking, etc.

8. No. I don't feel that enough teaching of the rules and games is done.

9. No. Not enough variety of sports.

10. Yes. I think this school has a good physical education program. The grade nines should have three periods a week.

11. Yes. When we get involved in a game, if we lose there are hard feelings given and some people start fights.

12. Yes. Needs more work with basic skills.

13. Yes. Extra physical education at lunch hour should not be stopped if the gym teacher is absent.

Elementary Students

1. No. We don't get enough physical activity.

2. No. Unless you could have longer periods.

3. Yes, but I would like more gymnastics.

4. Yes. I feel it is good because we have a good gymnasium, teacher and good equipment.

5. Yes, because we have a good gym teacher.

6. No. Some people can't do the things we do. We should have a level program.

7. No. I feel that there should be more exercises that are better.

8. No. I think we could do quite a bit more.

9. No. I think there could be more exercising.

10. Yes. I think this school is just as ordinary as any other.

Question B. If there are limitations in the program offered; what do you feel could be the main cause?

Administrators

1. Small school -- small budget. It was all we could do to get the new up-dated gym several years ago.

2. Each elementary school should have a Physical Education specialist. I feel that they are limited in their teaching background.

3. The program is limited in the amount of time allotted, amount of space needed and the equipment on hand.

4. Really insufficient funds to carry out an adequate program using out-of-school facility. They are limited in their equipment and their size.

5. By limited equipment I mean one gym for 630 students. This means that the children get only 30 minutes of organized Physical Education during the winter months.

6. The program is limited in the time allocated for instruction in the background of teachers. Cream personnel can overcome the problems of limited equipment and supplies and space needed.

7. The program is limited more by the nature of the facilities available, example -- why not golf, curling, etc. for grade ten students?

8. We are a smaller school, so that our teachers, though well trained, are not able to offer as wide a variety of extra-curricular coaching as they would like.

9. Some administrators felt that there were no limitations whatever in their programs.

Teachers

1. None of the above. Perhaps it is the content that fails to motivate the student to select the course over other courses.

2. Limited in equipment and supplies for outdoor education.

3. This teacher has marked off background of teachers' handling instruction. Reason given -- fearful of injuries.

4. More teaching time and more teaching stations are required.

5. There is not enough time for our full-time Physical Education

teacher to give each class sufficient time.

6. Programs have improved. The reasons for limitations differ between schools over limited equipment and supplies and space allocated for instruction.

7. Equipment is coming in, there was nothing to start with.

8. I would like to see Division I have time allotted daily for Physical Education or at least 90 minutes per week. As is, some students are receiving only 50 minutes per week.

9. More time per week per student plus a larger Physical Education staff are the only limitations I see.

10. This teacher has checked off time allocated for instruction in space allocated for instruction. The reason given -- this is true in the winter or indoor seasons.

11. Undoubtedly better equipment, more time and more space would improve the program. However, present program is adequate.

12. Physical Education personnel are almost never trained properly except in a competitive sport frame of reference.

Parents

1. The school could draw from the community to aid in some sports.

2. If any or all four of the above would be up-graded the natural result would be more emphasis on Physical Education which I do not have high on the list of priority.

3. At junior level some teachers discontinue Physical Education as a punishment. For God's sake -- some attitude.

4. In the elementary it would be the above i.e. background of teachers handling instruction. There seems to be limited equipment and supplies in the smaller schools.

5. Proper staff to implement a good program may be a problem as well as time allocated for instruction.

6. Utilization of outside sports complex, such as arenas, curling clubs and swimming pools.

7. It seems to be the policy to herd the youngsters into the gym, give them a ball and set them to playing volleyball, basketball, etc. (at the elementary level). Movements, lead-up games, etc. should be stressed at this level.

8. There is no skating rink or swimming pool for our community.

9. The time allocated during the one semester is excessive, the other semester non-existent.

10. It would not be desirable to increase time allocated for Physical Education at the expense of academic subjects.

11. A wider range of activities must be offered to the students on an optional basis.

12. A Physical Education major in any school is generally well trained. However, she usually succumbs quickly to the over-all lack of enthusiasm displayed by most participants. In the present democratic level of choice of subjects the sweat choices, either academically or physically, are rarely accepted for their long range benefits. The teachers submit to the system and offer second or third rate courses accordingly, due to forced course for credits.

Senior High School Students

1. All four really have something to do with the limitations, but equipment and supplies are about the main cause.

2. I don't really believe there are any limitations.

3. More equipment and facilities also longer classes can improve the students' abilities.

4. Larger areas for workouts are necessary. More equipment means more people get more done.

5. It seems that the time and facilities offered for the girls is not equal with the boy's department for example, females are always put in a small gymnasium whereas males always get the larger gymnasium.

6. If the school had more equipment there would be more things to do.

7. Not enough fields to go into i.e. trampoline, etc.

8. Not enough space to hold as many Physical Education classes as there should be.

9. Both space and equipment are limited because our school is small.

10. Teachers spend time writing exams for students who have to write it. This allows a lot of time because you could be developing your muscles and doing your exercises, etc.

11. I believe we have fine equipment and the best possible teachers.

12. There is hardly enough time to really get into something in one hour.

13. I think the senior high program is good but lack of time and limited equipment in elementary and junior high levels exist.

14. All of the above are reasons for the limitations in Physical Educational improvement.

Junior High Students

1. There should be more time allotted per week.

2. We have to share the gymnasium with the girls, no prejudices, and we have less space, or else we go outside when it is hard to in the winter time.

3. There are no great limitations.

4. For some things enough physical education time is not provided.

5. Physical education should be taught for two hours. In one hour you are just getting wound up.

6. There isn't time to do any leisure time activities.

7. There isn't enough sports or recreation, all there is is volleyball, basketball and badminton.

8. I feel that our teacher has not had the proper training, that he is learning along with us.

9. Lack of space.

10. You can't learn enough in 40 minutes.

11. I think there should be a lot of room in a gymnasium.

Elementary Students

1. Teachers probably have work to do other than teaching students.

2. I think we should have more gym and the gymnasium is too small.

3. We don't get the right amount of time.

4. Because everybody is talking and the teacher has to wait on us the time ends up being too short.

5. Smaller classes are needed.

6. It is fun but it does not give us time to understand.

7. We cannot do enough in half an hours time.

Question C. As a parent would you like to see your children (if they so desired) have a greater opportunity to participate in a good quality Physical Education program (as outlined by the objectives)?

Teachers

Many teachers were also parents and as such answered this question.

1. Objectives, humbug! Let's look at reality. The program, as it exists, is hogwash.

2. A program of three months of soccer, two months broomball, etc. is not providing the child with adequate body movement understanding. Those who are already good have fun, those who hate running, don't.

3. I would like to see this regardless of what the child feels. Sometimes we have to assume the responsibilities of parenthood and make decisions that we feel are beneficial to our children.

4. The wording should be slightly changed and states: Greater? Regular is a better word.

Parents

1. Yes, if they want it.

2. Yes. Physical Education should be mandatory through grade 12 at least one hour per day at a time where not less than 50 minutes of activity are accomplished. Jamming a subject into a 10, 11 block, etc. allows too little time for the activity.

3. Yes. The star system so prevalent in community league activities should be de-emphasized in school programs. The student should concentrate on improving his physical condition and good sportsmanship should be emphasized in team sports.

4. Yes. Tighten controlled Physical Education program.

5. Yes. With so many Physical Education University graduates in Canada, quality Physical Education programs should be offered at all three levels.

6. Yes. A proper program should aid the growth and development of the body.

7. Yes. Emphasis on gymnastics individually and aquatics under competent supervision. Games sort out strong ones and leave the smaller or timid ones on the sidelines all too often.

8. Yes. I would like to see participation required whether or not the children desire it or not, just as they are required to participate in Math.

9. Yes. It sounds like a rounded program involving the total student, at school, sport involvement, emotional and leisure aspects.

10. No. Not particularly.

11. Yes. Also individual sports, track and field and gymnastics.

12. No. Costs too much money. Taxes should be directed towards academic courses or vocational training. Community leagues are available.

Question E. If the program were to be improved where do you see the greatest attention being directed?

Administrators

1. More attention to individual differences, i.e. a program consisting of individual activities as well as one consisting of mainly of team activities. Supervision for a varying number of credits to be awarded so that a student would delete an activity that he does not care for. I think that more students would continue in Physical Education throughout high school if they could participate only in those activities that they enjoy. Instead of only five credit courses being offered, a selection of units could give the two, three or four credits allowed by the Department of Education.

2. The use of community resources could improve the program, i.e. provide economical transportation to the community facilities already in existence.

3. Since the Physical Education teacher for every school is a distant dream, in-service or special training courses for a teacher offers the most hope.

4. Along with an increase in time there would be a need for teachers to assist trained Physical Education instructors so in-service would be important as well.

5. Funding should be provided to rent "life-time" sports facilities.

6. In-service courses for teachers is an area that could improve the program. There is also a need to direct attention to each of the other aspects of the program listed, i.e. space, equipment and supplies, the use of community resources.

7. Physical Education majors are needed to improve the program.

8. I have checked two areas, i.e. space and equipment and supplies because I feel that we cannot single either of them without the other coming into effect in our particular situation.

Teachers

1. Teacher checks off space and notes specifically indoor space. I would also like to see the community at large have greater access to existing facilities especially on weekends and during the summer.

2. Use of community resources and more involvement by community.

3. A greater amount of outdoor education material is needed, i.e. canoes, snowshoes, cross country ski equipment, etc.

4. Educating and motivating people as to the importance of physical activities and its benefits.

5. I think it is very desirable for a physical education teacher to keep abreast of new ideas and theories as well as a variety of ideas.

6. In developing students at their own level and not concentrating on the competitive excellence of those who have ability.

7. Time is required in student's program.

8. Physical Education is more than just physical development. It has a long history of development as well which could be included.

9. Never mind the in-service training, get them before they are turned loose on the kids.

10. I believe the main limitation is caused by the course content. In order to carry out objectives a full compulsory program for all grades of public school with Physical Education every day for every student is desirable. The habit of regular physical exercise would then have a better chance of carrying over into adult life with improved national fitness. With this in mind the course content is of primary importance.

Parents

1. I feel strongly that gymnastics should be part of this program and in some cases a Physical Education teacher hasn't the training.

2. I don't know that much about the program. Teachers can always use up-dating.

3. Use of community resources to me means use of cooperative people in the community who have the inclination and skill to help in Physical Education activities.

4. Indoor swimming pool. Year round use for students during day and school days.

5. I would like to see teachers at the elementary level being steered away from pest volleyball or basketball playing. I feel it is more important at this level to have lead-up games to these sports activities which aid in developing muscles, etc. at this level.

6. Do not burden Physical Education teachers with academic subjects but utilize their specialty for extra-curricular activities.

7. Qualified teacher training in proper equipment, I think the schools have adequate space.

8. More space would enable more teams to play at the same time so each student would get more floor time.

9. Greater support by other teachers, the Board, the system and the Physical Education persons must be expected. Often the teacher of Physical Education is not natively skilled at any specific aspect of activity. Physical excellence must have been experienced to allow some rub-off on the students.

10. There is too much emphasis placed on the capability of others who are of completely different physical build. This is unfair and very discouraging for those not capable.

11. As a lot of school facilities are being used just after hours by adults pursuing their own particular sport, the school should take full advantage of all community facilities, i.e. hockey arena, tennis clubs, swimming pools during school hours. A sports day, once a year, for parents to attend to see how their children perform in activities they may not have seen due them being in-school time sports.

12. I am not familiar with what is being done.

Senior High School Students

1. There are community resources that are not touched by high schools, ironical, because one is going to be using them within three years when out of high school.

2. Some attention could be paid to improving equipment and supplies.

3. You need the proper and correct equipment and supplies to be able to become physically fit.

4. I believe Physical Education should be taken at least once a week all year not just for one semester.

5. I think our course should include a fitness program and an introduction to more sports.

6. It is good for all young people to get acquainted with their community.

7. I think if anything is to be improved it could be use of more individual help.

8. I think the use of community resources and space are very important.

9. I feel that all these play a part also. We would need enough time for instruction and fun.

Junior High Students

1. More classes of gym. For grade 9 students instead of only two classes a week, three would be better.

2. Space, because you play half the time, we would play the whole time if we could use the whole gymnasium.

3. Use of community resources. Probably we would end up doing more activities outside the school.

4. Do more out of school activities such as curling, bowling, etc.

5. Longer classes. For instance, maybe once a week they could have two periods in a row then we could go hiking, swimming, etc.

6. Equipment and supplies. Sure we have a certain amount of equipment but not enough in proper usable conditions. We seem to be limited to the sports we can do.

7. If the teachers knew more about all the different things then we would learn a little of all the different things.

8. We should make use of other equipment available, such as rings, weights, etc.

Elementary Students

1. Use of community resources. Sometimes it gets quite boring in the gymnasium.

2. Space. Because there is not enough room with all the equipment around.

3. Space. We can't play in some areas.

4. Use of community resources. I think more hikes and swimming parties would be good.

5. Others. There should be more gym classes each week.

6. More gymnastics equipment.

7. If there were more space we could have places to run out energy.

8. We can use all the above mentioned in the order as marked, in-service space, equipment, and use of community resources.

Question F. Is there any consideration given to specially adapted programs for handicapped or atypical children?

Administrators

1. Attempts are being made at the elementary level to provide for the special needs for the handicapped and/or atypical children, but there is a very real need for specially adapted programs which must be far more comprehensive than those presently being offered. Provincial leadership in this regard is much needed.

   Unfortunately, at the Junior and Senior High levels, handicapped and/or atypical students seem to receive far less consideration in the present Physical Education program. It is our experience that Physical Education teachers at the Junior, Senior levels do not, in the majority, comprehend both needs of atypical students, resulting in appalling mismanagement. Again, the need for specially adapted programs is glaring but inservice training of teachers will be necessary prior to implementation.

Question J. How much time is scheduled for intramurals in your school (or schools)?

Teachers

1. Only 5 classes a day. Intramural and House League program at noon and at recess.

2. One hour per day. For Junior and Senior High, noon hours twice a week are used in winter. Spring when they are outside maybe more but interest is low.

3. Our intramurals are useful, too many students are spectators. More attention is needed in involving of students in a physical activity in which they can find satisfaction.

4. One half hour per day. How about scheduling other healthy activities in the gym? This physical education droit de seigneur is fascist in mentality and founded in 18th century biological socialism.

Question K! How much time do you feel should be scheduled for intramurals in your school (or schools)?

Administrators

1. Realistically the demand is not there.
2. Time is not the problem, participation is.
3. Scheduled intramurals are not necessary at the elementary level.
4. With more space Junior and Senior High could have intramurals every day.

Teachers

1. One hour per day, with more variety.
2. One hour per day. Noon hours seem to be most feasible times, however some before and after school activities have been successful.
3. More than one hour per day. This is necessary to develop the healthy habit of changing and showering after physical activity.
4. None. Why organize everything? Regimentation is not necessary to such an extent. Others might want to use equipment non-competitively.

Parents

1. I feel each child should be able to participate for one half hour to one hour twice a week. Because this school has a full schedule for intramurals doesn't mean each child plays it daily.
2. Two to four hours per week in one or two time blocks. Fixed amount each day is a convention that does not deserve its respect.
3. These should be scheduled during noon hour as my children ride a bus, therefore the time available is limited.
4. The number of teams participating should have a bearing on the time schedule for intramurals.
5. One hour per day seems sufficient to me.
6. Available to whoever wants to participate.
7. These activities should exist for after school program i.e. gymnastics and track and field.

8. It would be hard to schedule more, what with after school paper routes and certain other obligations.

9. One half hour per day to be after school and students' choice.

Senior High School Students

1. More than one hour per day. This gives more time to get involved with the sport, not the organization and confusion.

2. I feel, at least, three noon hours or after school sessions per week. This is sometimes impossible due to school team practices.

3. One-half hour a day is good enough if you do this every day.

4. I feel the above i.e. more than one hour per day, because it would allow students more of a chance in learning to be more sportsmanly--physically fit.

5. One hour per day is enough time to have fun but not too much time for those who just come out to support their house but don't really like the sport.

Junior High Students

1. One-half hour per day, if free, so you can do other things also at noon hour besides just intramurals.

2. One hour per day. There should be more time spent just for intramurals.

3. One-half hour for the girls teams and the other half hour for the boys' teams.

Elementary Students

1. One hour per day so we will have time to play after the teacher gives us instructions.

2. More than one hour per day because the girls play one-half too.

3. One hour per day. The teacher has to explain how to play the game.

4. One hour per day. If you have one hour per day then most of the children could take part in one day at least per week.

Question L. Do you agree with the following organizational pattern for children in regard to competition? (As stated in the appendix.)

Administrators

Grades 1 - 3:

1. Classrooms already have full teaching loads and are reluctant to give teachers additional supervision duties. Each already is on duty one noon hour in four.

2. Yes, if the activity is organized apart from recreation. The staff is not able to take on the extra load.

Grades 4 - 6:

3. That the lead-up activities are equally important and should be equally stressed as students do not always have full motor control.

4. Yes, if the supervision and activity could be led by out-of-school people.

5. Yes, if the teacher supervision is not increased.

Teachers

1. Yes. We allow this only during the cold weather when they can be in the gym two noon hours per week (grades 1 - 3). For grades 4 - 6 , in our small school, this is not possible. Too many students are not able to participate for intramural programs. They usually end in squabbles or not enough to play.

2. Grades 4 - 6 -- too geared to winning rather than playing.

3. Grades 1 - 3 -- yes, the space and availability of equipment are essential.

   Grades 4 - 6 -- emphasize sportsmanship, keen spirit, rather than skill.

4. This plan should be extended into all grades, not only grades 1 - 3.

Parents

1. Grades 1 - 3 -- no. Leadership and understood following are developed through peer groups in any case. An activity in these grades could well stimulate mind and body. Some of the followers at this grade level could become leaders later if they matured. With no activity their chances of leadership diminish. If they see a chance for leadership they might strive to change.

2. Yes for grades 4 - 6. Definitely lead-up games to develop proper skills for the organized and competitive sports that are so much a part of the Junior and Senior High curriculum.

3. Grades 1 - 3 -- yes, I would really like to see this done.
Grades 4 - 6 -- yes, it's lacking and I feel my children are missing an opportunity to really get skillful and enjoy the sport.

4. I feel these children should be in training for track and field and the school should support this activity and encourage it.
Grades 4 - 6 -- agree in part lead-up games aren't that important.

5. Grades 4 - 6 -- we are in favor of some Physical Education but are afraid of over-emphasizing same.

6. Grades 1 - 3 -- no. We feel that students who live close enough should go home for lunch.
Grades 4 - 6 -- same as above.

Question M. What type of program do you favor being offered at the junior secondary level.

Administrators

1. A proper program should be set at Junior High School level. Electives are introduced early enough at the Senior High School level. This administrator felt that the program as currently outlined should remain.

2. The teacher must modify the curriculum to his/her abilities anyhow. i.e. A Physical Education teacher, not trained in gymnastics, would be a fool to try and teach gymnastics. Again this administrator felt that the program as currently outlined should exist.

3. Physical Education is important for all at this level, but the present program is not satisfying the needs of all. There is a need for articulation between Elementary and Junior High levels. This administrator felt that Physical Education should be compulsory but that students should be able to elect optional activities.

Parents

1. I am completely opposed to high risk, Physical Education being compulsory.

2. I don't feel children of this age should spend valuable study time on Physical Education unless they are particularly interested.

3. The goals are good to read but they might be the result that would be good to hear about.

4. If objectives are seriously followed; I don't believe in using the Physical Education period to kill time.

Question N. What type of program do you favor being offered at the senior secondary level?

Administrators

1. By the time the students are in high school I don't think they need Physical "twice a week, every week" sort of thing. They have enough powers of concentration that they don't need breaks in the regular routine to relieve their "pent-up energy". This administrator felt the curriculum should exist as currently outlined.

2. We would not like to see the program disappear at the high school level, but the present program seems to be "turning off" a lot of kids. There should be some kind of satisfying experience for every student. This administrator felt that the program should be compulsory for grade 10 students but the students should be able to elect optional activities.

3. Compulsory for grades 10, 11 and 12 but activities selected by students on a freer basis and for a varying number of activities.

Teachers

1. Have checked compulsory above but students may elect optional activities, stating, selection would be all right as long as some of the basic fundamentals are not neglected.

2. Checking the same answer. The choice should consist of choosing from several groups of activities. Some activities, i.e. conditioning, should be compulsory.

3. Optional. Physical Education at this level is a disaster. It has little to offer the non-athletically inclined and does more damage than help to give to the already proficient.

4. All high school grade levels should have physical activities but are not on a "better than you" basis. All should take part at their level of development and feel rewarded and confident at doing so.

Parents

1. Optional. At the present the Physical Education is a farce. If it was optional at least those who would participate in it would be willing and benefit from it without being held back by the unwilling who are there because it is compulsory.

2. Compulsory but students may elect optional activities. I think it would mean more to the power of the Physical Education program if these periods were flexible enough to meet students' timetable

scheduling. It's too valuable to let drop from the curriculum.

4. Compulsory but students may elect optional activities. There should be equipment for everyone. My son is currently playing grade 11 hockey with no equipment but a stick and I vigorously object to having to choose between complaint (and ridiculing him before his peers) and hoping he won't be hurt, if he is I will institute legal action.

5. Compulsory but may elect optional activities. Credits given on individual basis rather than as a group.

Senior High School Students

1. Make it as much like Senior High as possible but at a lower level.

2. Students should have the right of a physical activity, i.e. track and field because a student may have just one goal in life and he doesn't have to play baseball, basketball, etc.

3. Compulsory but students would like optional activities. This program for persons who like Physical Education but not some aspects of it.

4. It would have to stay to get the inactive students going. The students should be able to decide what activity they will participate in.

5. As it now stands, the currently outlined system has to be. Sometimes there is just no time to take a Physical Education course in an already crowded schedule.

Question "O". How much time do you feel should be offered for practice of a specific extra-curricular activity?

Administrators

1. We feel four hours a week is satisfactory. This administrator has checked the square stating that one hour per day should be offered for extra-curricular activities.

2. If it is extra-curricular it is voluntary and a matter for individual decision. This administrator feels there should be no time offered for extra-curricular activity.

3. I sense that coaches are reluctant to field a team in what have become highly professional leagues unless they have practiced many hours. This is too bad. This particular administrator has checked one hour per day for extra-curricular activities.

4. As much time as is required to learn the activity.

5. Teachers here are treated equally and Physical Education teachers get no more or less time off than others. If they want they can get involved in extra-curricular activities, but I don't believe it should be on a "should" basis.

Teachers

1. 95% of the students are bussed, therefore there are no before or after school activities.

2. This is up to the person who can give his time to coaching or supervising. It is not a duty of the teacher to do so as a teacher but as an interested person.

3. Sports are not the only violent extra-curricular activity.

4. Most practices, if conducted properly, can be done in one hour. Football would be an exception to this simply because of the large numbers.

Parents

1. One hour per day. One hour is sufficient if the children wish it.

2. Since you were talking about extra-curricular activities I would say as much as the kids will stand for, but it need not be uniform across all activities. Again a daily schedule is silly.

3. Enough time for extra practice as is needed as we arn't familiar with this.

4. One-half to one hour twice a week could be offered for those who are interested.

5. Highly structured one hour sessions with ample encouragement and assistance for an additional one-half to one hour.

6. One-half hour per day but lumped to be set in two days a week so that it doesn't appear that they are always at school practicing and yet still involve time for other things and themselves.

7. None during school time.

Senior High Students

1. I feel that the mental as well as the physical development of a person is needed. A balance must be found which has not yet been found, therefore one-half to two hours per day.

2. One hour per day. Some students find it hard to devote too much time to sports when there are studies.

3. One and one-half to two hours per day. A person can work better after or before school hours.

4. One and one-half to two hours per day. Those who are really outgoing they would enjoy as much time on their time on their favorite sport.

Junior High Students

1. One hour per day. More time should be given so more can learn and develop greater skill and a better physique.

2. One-half to two hours per day for this gets you interested in other sports in some depth.

3. One hour per day. These extra sports should happen twice a week for an hour at a time.

Question P. Do you feel that the girls' program receives an adequate or equal share of the time, space and equipment?

Administrators

1. It is differentiated from boys' Physical Education, i.e. both have classes together because of lack of teachersand small sizes.

2. Within the classrooms, yes, however the extracurricular program for girls (at all levels) does not receive an adequate or equal time, space or equipment.

3. Grades 1 - 3 -- about the only distinction used is in the use of bathrooms and the girls is better equipped than the boys.

Senior High School Students

1. No. Girls are lacking for exercise, i.e. push-ups, knee-bends, etc.

2. Yes. There is an equal sharing of time, space and equipment as far as I can see.

3. No. This is a major gripe. Being an active high school senior female, I can definitely state that in reality male sports have priority over female sports. It is supported and seemingly fed by the male Physical Education administrators. The girls teams are always given the small gymnasium to work in or many hours less in the same area than the boys are.

General Comments from the Teachers

The teachers were the only group, apart from a particular parent, that offered their comments on the opinionnaire and the different aspects of it. The comments are as follows:

1. a. I suggest this paper shows a negative bias toward Physical Education and therefore could honestly affect the answers.

   b. I respect you for your concerns, for the time invested and for your feeling and ideas. However, I feel that the negative approach of this questionnaire does not take into consideration a) individual teaching philosophy and b) individual student needs. I do not believe that any analysis can be of much use unless these two items are made the prime consideration. This upset me and I am sorry that I have allowed myself to be as positively biased as you appear to be negatively biased.

2. This opinionnaire is loaded with a predetermined positive bias towards Physical Education that can't help but reassure the original assumptions.

This is a general comment by one parent:

P.S. The nations schools should, in my opinion, busy themselves foremost with the basic programs and qualities needed in every day life. I have already indicated my priorities in this regard (previously as rating Physical Education as eighth in priority). Physical Education has some place in the schools, but it should be a lesser one. The development of the mind has also been stamped and accepted social behavior should be stressed. If any, more than development of the body, at least in the schools, sports activities and other leisure time based programs should be on a voluntary basis.

Response to the opinionnaire indicated problem areas within the study such as length, complexity, and bias within questions. The general response to the opinionnaire was favorable but I would have phrased many questions differently, eliminated some and added others had I had the benefit of these reactions beforehand.